



**December 20-21, 2017  
College of Southern Idaho  
Herrett Center  
315 Falls Avenue  
Twin Falls, Idaho**

**Wednesday, December 20, 2017, 1:00 pm**

**BOARDWORK**

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

**WORK SESSION**

Planning, Policy and Governmental Affairs

- A. Board of Education Strategic Plan

**DEPARTMENT OF EDUCATION**

1. Developments in K-12 Education
2. Mastery Based Education Update
3. Annexation/Excision Request – Coeur d’Alene School District (#271)/Lakeland School District (#272)
4. Annexation/Excision Request – Coeur d’Alene School District (#271)/Post Falls School District (#273)
5. Annexation/Excision Request – Sugar-Salem School District (#322)/Fremont School District (#215)
6. Professional Standards Commission – Annual Report
7. Professional Standards Commission – Emergency Provisional Certificates

**EXECUTIVE SESSION**

1. University of Idaho

To go into executive session pursuant to Section 74-206(1)(c), Idaho Code, “To acquire an interest in real property which is not owned by a public agency.”

2. Postsecondary Institutions under the Governance of the Board

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, “To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.”

**Thursday December 21, 2017, 8:00 a.m.**

**OPEN FORUM**

**CONSENT AGENDA**

**BAHR-Section II**

1. Boise State University – Elsevier Library Subscription License Agreement
2. University of Idaho – Easement for Electric Service for the Center for Organic Studies, Sandpoint

**IRSA**

3. Programs and Changes Approved by the Executive Director

**PPGA**

4. Idaho State University – Special Education Director Endorsement Program Review
5. University of Idaho – Facilities Naming – Rock Creek Ranch
6. Indian Education Committee Appointments
7. Institution President Approved Alcohol Permits

**SDE**

8. Professional Standards Commission – Lewis-Clark State College – State Team Focused Visit Report

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. College of Southern Idaho Report
2. Idaho Division of Vocational Rehabilitation Report
3. Workforce Development Council Update
4. Boise State University – Alcohol Service Request – Double R Ranch Club Room – Basketball
5. Educator Pipeline Report
6. Annual Evaluation Review Report
7. Higher Education Task Force Recommendations – Prioritization
8. State Accountability System – Student Engagement Survey

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

1. Complete College America and Complete College Idaho Reports
2. Remedial Education Report
3. Board Policy III.S. Remedial Education – First Reading
4. Board Policy III.Z. Delivery of Postsecondary Programs – First Reading
5. Board Policy III.P. Students – Second Reading
6. Program Enrollment Summary
7. Boise State University – Master of Science in Respiratory Care
8. College of Eastern Idaho – Associates of Science Degree
9. Idaho State University – Expansion of Doctor in Physical Therapy

## **AUDIT**

1. FY 2017 Financial Statement Audits
2. FY 2017 Financial Ratios
3. FY 2017 Net Position Balances
4. Lewis-Clark State College Foundation Operating Agreement

## **BUSINESS AFFAIRS & HUMAN RESOURCES**

### **Section I – Human Resources**

1. Idaho State University - Multi-Year Employment Agreement – Men’s Football Head Coach
2. University of Idaho - Amendment to Multi-Year Employment Agreement – Men’s Basketball Head Coach

### **Section II – Finance**

1. Board Policy - Section V.B. – Budget Policies – First Reading
2. Board Policy - Section V.E. – Gifts and Affiliated Foundations – First Reading
3. FY 2019 Permanent Building Fund Advisory Council (PBFAC) Recommendations
4. Boise State University - Authorization for Issuance of General Revenue Bonds
5. Idaho State University - One-time Transfer of NCAA Endowment Funds Through the ISU Foundation
6. University of Idaho - Authorization for Issuance of General Revenue Bonds

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

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1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

**BOARD ACTION**

**I move to approve the minutes from the October 19-20, 2017 Regular Board meeting, the November 15, 2017 Special Board meeting, and the December 5, 2017 Special Board meeting.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set December 19-20, 2018 as the date and the College of Western Idaho as the location for the December 2018 regularly scheduled Board meeting.**

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Trustees of Boise State University  
Trustees of Idaho State University  
Trustees of Lewis-Clark State College  
Board of Regents of the University of Idaho  
State Board for Career Technical Education

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
October 18-19, 2017  
Lewis-Clark State College  
Williams Conference Center  
4<sup>th</sup> Street and 9<sup>th</sup> Avenue  
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was held October 18-19, 2017 at Lewis-Clark State College in Lewiston, Idaho.

**Present:**

Linda Clark, President	Emma Atchley
Debbie Critchfield, Vice President	Don Soltman
David Hill, Secretary	Richard Westerberg (except where noted)
Sherri Ybarra, State Superintendent (except where noted)	

**Absent:**

Andrew Scoggin

**Wednesday, October 18, 2017**

**BOARDWORK**

1. Agenda Review/Approval

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve the agenda as submitted. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

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2. Minutes Review / Approval

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve the minutes from the August 9-10, 2017 Regular Board meeting, the August 28, 2017 Special Board meeting, the August 31, 2017 Special Board meeting, and the September 31, 2017 Special Board meeting.** The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

3. Rolling Calendar

**BOARD ACTION**

**M/S (Critchfield/Soltman): To set October 17-18, 2018 as the date and Lewis-Clark State College as the location for the October 2018 regularly scheduled Board meeting.** The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

1. Lewis-Clark State College Annual Progress Report and Tour

The Board met at Lewis-Clark State College (LCSC) in the Williams Conference Center in Lewiston, Idaho at 11:00 am (MDT). President Tony Fernandez welcomed members of the Board to the campus of Lewis-Clark State College. Also representing LCSC were Student Body President Mr. A.J. Baron and Faculty Senate & Faculty Association Chair Dr. Amanda Van Lanen.

Dr. Fernandez proceeded with an update of LCSC's Strategic Plan by sharing with members LCSC's many successes over the past year including a record number of graduates in the prior year, an 8 percent increase in fall 2016 enrollment and successes in both the academic and athletic arenas including multiple grants and athletic achievements. President Fernandez continues the college exceeded the national average for health licensing examinations and experienced a 95 percent placement of graduates from the spring 2016 class in a majority of programs and experienced an all-time record of 816 graduates in FY17. Dr. Fernandez then states that although LCSC continues to experience record graduation rates, there is still a need to increase retention rates. He continues LCSC now has a total of 30 Peer Mentors to help increase retention rates and continues to expand the college's Work Scholars Program which today includes 45 participating students.

Dr. Fernandez then shared with Board members LCSC experienced a decrease of 4.5 percent in fall 2017 enrollment. He continues LCSC has researched the recent decrease and found it to be due to a precipitous drop-off of transfer students from Career Technical Education programs and that a majority of these students reported they had found employment between the time they applied to LCSC and the beginning of the academic

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year and that this is the major reason for not continuing with their postsecondary education. Dr. Fernandez then states that although overall enrollment for fall 2017 was down, the college did experience a 4.5% increase in new students enrolling from Idaho schools, a 17.5% increase in Hispanic enrollment, a 7.8% increase in total minority enrollment, and a 7% increase in pre-college enrollment. He then shares a majority of students attending LCSC are first generation college students and the current year is the highest seen at LCSC.

Dr. Fernandez continued his presentation with an update to Board members of recent efforts to collaborate with the local economy and increase economic development citing the award of an \$840,000 National Science Foundation Grant on metal manufacturing. He shares this was a collaboration with the University of Idaho and local manufacturers providing an opportunity for 90 North Central Idaho students currently enrolled in the 10<sup>th</sup> Grade to earn an industry recognized certificate or endorsement.

Finally, Dr. Fernandez shared with the Board LCSC's efforts to leverage resources to maximize institutional strength and efficiency by repurposing positions within the college's administration to strengthen recruitment efforts with the Idaho Department of Labor, Vocational Rehab and LCSC Workforce Training Center. He shares LCSC's Capital Projects are underway and on time and that LCSC has continued to increase its College Advancement efforts by issuing \$1,216,681 in scholarships and distributions since 2009.

At this time, Dr. Fernandez concluded his presentation and asked if there were any questions from the Board.

At this time Board member Hill then asked President Fernandez's opinion on the low enrollment during summer session to which President Fernandez responded tuition was lowered and courses reorganized with no success and that it is his belief a lack of Pell Grants offered for the summer session was a major factor.

Dr. Clark then asked of the increase in enrollment of First Generation College Students and if LCSC could attribute this increase to specific outreach efforts or other factors. President Fernandez responded the enrollment of First Generation College Students at LCSC has always been high, however, the increase for the current year could be due in part to an increase in students enrolling through the College Assistance Migrant Program (CAMP).

Board member Critchfield then asked if there was anything specific from the recommendations of the Governor's 2017 Higher Education Task Force (Task Force) that President Fernandez brought back to LCSC for implementation to which he responded the Adult Learner recommendation, adding LCSC has and will specifically implement programs directed towards adult learners. At this time Board member Clark asked President Fernandez to share his opinion of the importance of scholarships for this student population. Dr. Fernandez responded scholarship funds and institution support are extremely important to this student population.



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Board member Hill then asked President Fernandez to share his opinion on the importance of student internships and programs similar to the Work Scholar Program offered at LCSC. Dr. Fernandez responded it is critical in this day and age for students to receive the kind of experience at the locations where they may be hired. Adding this has always been the case with educational programs for teachers and nurses and it makes sense for other programs as well. He continues there is a dual benefit to both the student and employer in an internship situation and that often times a student will decide on another path after experiencing the current one and that this is important too.

Board member Critchfield then asked if the Associated Students of Lewis-Clark State College (ASLCSC) President A.J. Baron had anything he wished to share with the Board. Mr. Baron responded the goal of the ASLCSC was to seek out and create more opportunities for students to receive backing and support while in college, sharing with Board members the opening of the LCSC Warrior Pantry, an on-campus food pantry.

Board member Clark then asked if the Faculty Senate & Faculty Association Chair Dr. Amanda Van Lanen had anything she wished to share with the Board. Dr. Van Lanen thanked the Board for the opportunity, highlighting the Inclusive Practices Certificate offered through the Center for Teaching and Learning (CTL) as well as a new pilot program through General Education focusing on high impact practices such as undergraduate research designed to help students with these skills. Board member Atchley then asked if any of the high impact practices are working towards an online delivery to which Dr. Van Lanen responded currently all delivery is on campus, however, the plan is to work towards an online delivery to which Ms. Atchley responded with her experience that as instructors learned how to present online it often improved their skills in the classroom and she encouraged this work to continue.

At this time Superintendent Ybarra joined the meeting.

President Fernandez then invited Board members to meet directly with LCSC students representing TRiO, Residence Life, the Associated Students of Lewis-Clark State College (ASLCS), Peer Mentors, the Coeur d'Alene Center and College Assistance Migrant Program (CAMP) to discuss their experiences at LCSC.

At this time the Board recessed until 1:00pm (MDT) while Board members Clark, Critchfield, Hill, and Soltman met with LCSC students at Reid Centennial Hall, Room 202.

The Board reconvened in the Williams Conference Center on the campus of Lewis-Clark State College for regular business. Board President, Dr. Linda Clark, welcomed everyone and called the meeting to order at 1:00 pm (MDT). She then extended appreciation from the Board and staff to Lewis-Clark State College for its hospitality and thanked President Tony Fernandez for the morning's tour and congratulated him on LCSC's progress to date.

**WORKSESSION**

**A. Public Education System – Performance Reporting**

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This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members of the discussion in March around streamlining performance reporting and providing the information in a condensed and clear form. She continued one of the goals of the PPGA committee was to limit the number of performance reporting measures. She then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, Director of Research, Mr. Carson Howell, and Chief Academic Officer, Dr. Randall Brumfield to present the annual performance report to the Board.

Ms. Bent shared with Board members the presentation today would focus on a number of different measures within the system presented by the Board's Director of Research, Mr. Carson Howell, followed by a discussion of how Board members would like to proceed on specific measures.

The first measure for discussion was the Idaho Reading Indicator (IRI) State-wide Proficiency Levels. Ms. Bent introduced this item, sharing with Board members the new requirement for the Board to review the statewide reading assessment each year and then, beginning next year, review the trajectory growth targets the Board set in rule the previous year. She continues that since this is the baseline year there will not be a discussion of if targets were met, however, the Board will be looking at the numbers for the last four years and different policy areas.

Mr. Howell shared with Board members the statewide IRI scores for the 2013-2014 cohort starting with Kindergarten as they progress through Grade 3. The IRI scores show 54% testing at grade level for the Fall IRI and 46% testing below grade level and that as the cohort progressed, those who tested at grade level for the spring IRI assessment increased to 79%, however, the Fall IRI assessment for Grade 1 dropped to 62% of students testing at grade level. He continues this drop could be attributed to a number of factors including the state's compulsory attendance age as well as "summer melt". Board member Clark then asked for clarification of the cohort and if the data is for all students tested or just those who started in Kindergarten and progressed through Grade 3. To this Mr. Howell responded the data provided is for all students tested. Dr. Clark then stated a truer picture would require data for students who start school in Idaho in Kindergarten and progress through the Idaho elementary system. At this time Superintendent Ybarra shared with Board members the change in the material tested between the Kindergarten Fall IRI assessment and Grade 1 Fall IRI assessment adding a change in the skills tested and that this is the same as a student transitions from Grade 1 to Grade 2. To this Mr. Howell responded historically there has been a decline in rates because of the change in skills tested from grade to grade. Board members then requested Board staff research the possibility of following a true cohort as well as differences between students attending full-day Kindergarten versus half-day Kindergarten.

At this time Board member Atchley commented the results presented today show 79% of students testing at grade level after the spring assessment, but then notes a significant

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decline in the number of students testing at grade level after the fall assessment the following year. She asks if the fall IRI given in Grade 1 is testing the same information from the Kindergarten spring IRI assessment to which Ms. Bent responded in the negative, stating students are expected to know a higher level of information at the next Grade level and this is what students are being tested on. Ms. Atchley then asked how students are expected to learn this new information if it has not been presented to them to which Ms. Bent responded at the end of the Kindergarten year, students would have been taught the information expected for them to know when entering Grade 1 and the fall IRI will identify if students are at that level. Dr. Clark then asked if the IRI assessments stand by themselves as opposed to measuring continual growth along a scale of reasoning to which Ms. Bent responded the current IRI assessment identifies whether or not a student is reading at the expected level at that time. Dr. Clark then asked if the fall IRI given in Grade 1 tests the same material as the spring IRI given in Kindergarten or does the Grade 1 fall IRI test Grade 1 skills. To this, Superintendent Ybarra answered each assessment is testing different skills but comparing the results as though the same assessment were given to the same cohort each time. She adds that it is typical to observe a drop in scores across districts and that testing different skills between years is the primary factor related to the dip in scores. Dr. Clark added this is true at every grade level with each assessment measuring skills at that grade level and not a continuation of skills mastered. She then states the final take away from the data presented today is students are entering the system 55% proficient and leaving at 75% proficient. Board member Hill then reminded members of data showing students who do not test proficient in reading by Grade 3 do not perform as well later in their education and the data provided today shows one fourth of Idaho's students are not proficient in reading when they exit Grade 3.

At this time the Board's Executive Director, Mr. Matt Freeman, shared the data presented today is a total or aggregate comparison as students move through the system. He then asked Board members their preference for how staff measures progress and tracking of IRI scores. Dr. Clark responded it would be more insightful for the Board if staff also provided data for a true cohort, however, still need to see overall results presented today. She continues a separate issue is the use of a new test, adding the numbers provided today will not be as useful once the new IRI has been fully implemented. To this, Ms. Bent responded one advantage of districts piloting the new IRI is that these districts are testing students using both assessments.

Ms. Bent then states there are multiple ways to group the information and asks if it would be more beneficial to the Board to see results group regionally or by high performing schools versus the current format of providing results at the individual school and district level. To this Dr. Hill responded his belief it is beneficial to look at all the data, however, the final number is what the Board should focus on. Board member Critchfield added more detail would also be useful for schools and districts.

At this time, Mr. Howell, presented to Board members scores for the Idaho Standards Achievement Tests (ISAT). He notes the statewide benchmark has been set at 100%, meaning all students meet proficiency. Mr. Howell then shares the data presented today is for students rating at or above the benchmark and that results for the English Language

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Assessment (ELA) portion of the ISAT have been improving (increasing) as students' progress through each grade, while the level of proficiency for the Math portion has been trending in the other direction (decreasing).

Mr. Howell continues with an overview of statewide college entrance exam scores. He shares the Board has adopted a benchmark composite score of 24 for the American College Test (ACT) and that currently, Idaho students are trending above average. He continues this is due primarily to the fact that students taking the ACT have elected to take the test because it is their intent to attend a college that accepts the ACT and that the number of students taking the ACT ranges from 6,000-7,000 annually. Mr. Howell then provided an update on the statewide scores for the Scholastic Assessment Test (SAT). He reminds Board members the state pays for and mandates all students take the SAT and that because of this a much broader group of students are taking the SAT as compared to the ACT. Dr. Clark then asked if the Board is comparing results of the SAT to all students taking the test nationwide and, if so, would it not be beneficial to compare Idaho's results with those states who also mandate every student take the test. To this Mr. Howell responded in the affirmative. Dr. Clark then requested the Board collect a separate, additional set of data comparing Idaho students against a composite of states who also test all students.

Mr. Howell then presented to members of the Board the statewide high school graduation rates, reminding Board members of the change in 2013-2014 to measure graduation rates based upon an adjusted cohort graduation rate. He continues that with an adjusted cohort graduation rate any student entering an Idaho school is added to the cohort upon enrollment and removed when they leave, stating this is also how graduation rates are reported nationally. Mr. Howell shares since 2013-14 there has been a slight increase in graduation rates from 77% to 79.5%, however, this is still below the state's target rate of 95%.

At this time Mr. Howell asked if there were any additional measures Board members would like to see related to this performance indicator to which Dr. Clark asked for information on how many students begin 9<sup>th</sup> grade and finish 12<sup>th</sup> grade within Idaho's system. Mr. Howell responded this is something that can be identified but is not available today. He then shared with members of the Board that 20% of students do not have a record of attending anywhere else, continuing, a large group of the student population leaves between their junior and senior year and that increasing the Compulsory Attendance Age is something Board members could consider in order to increase retention and completion rates. Ms. Bent then shared the data for statewide high school graduation rates shows that smaller school districts are, in general, outperforming larger school districts and that this could be a result of increased one-on-one time for teachers and students.

Mr. Howell continued his presentation with an update to Board members on the 1-Year and 3-Year Go-On Rates, sharing for the current year available, the 1-Year Go-On Rate was 48% and the 3-Year Go-On Rate was 63% and that overall, there has been a slight decline in the number of students continuing on after high school. He then shares that

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although the overall Go-On Rate may be flat or declining, a larger percentage of students who are going on are choosing to go to one of Idaho's public institutions. Dr. Hill then asked what is being included in the Go-On rate to which Mr. Howell responded any school receiving federal financial aid, whether that school be an in-state, out-of-state, public, private, military or technical school. Ms. Bent then added the data is provided back to school districts based upon their individual go on rates.

At this time Mr. Howell shared the data for the number of Degrees awarded and STEM Degrees awarded, stating the target has been increased over time because it has continually been met and that the current target is now 15,000 degrees and continues with an upward trend in both number of total degrees and STEM degrees awarded. Mr. Westerberg then asked if the difference between the declining Go-On rates and the increase in Degrees awarded is a result of population growth to which Mr. Howell responded the data for Degrees Awarded includes all students enrolled in a postsecondary institutions and not just Idaho students and that if an institution is able to build their student population by attracting out of state students, then those students are also counted in the number of Degrees awarded. The Board's Executive Director, Mr. Freeman then asked if the data is unduplicated to which Mr. Howell responded the data is unduplicated by degree category. Board members continued with a discussion on how best to count both the Go-On Rate and number of Degrees awarded to which Ms. Bent responded that when looking at Go-On rates compared to Degrees awarded you must also take in to consideration how long it takes for a degree to be conferred. Dr. Hill then added that 20% of Degrees awarded are STEM Degrees and the Board should consider increasing the target for the number of STEM degrees awarded based upon what is known of industry needs. Ms. Bent then responded this will be a part of the conversation at the December Board meeting when Board member's review the Strategic Plan.

Mr. Howell continued his presentation with an update to Board members on the state's Remediation Rates, sharing this data has historically been provided to the Board broken out by institution, however, the information provided today is in response to recommendations from the Governor's Higher Education Taskforce for "Systemness" and is presented as an overall view of the statewide Remediation Rates broken down by the 2-Year institutions, 4-Year institutions and overall rates. Mr. Howell continued by sharing the data with Board members, noting, the percentage of students graduating from an Idaho high school within the previous twelve (12) months identified by an institution as requiring remediation shows a significantly higher rate for students attending a 2-Year institution than those attending a 4-Year institution.

Dr. Hill then asked how the data defines the term remediation and if the need for remediation is being identified by the student and not the type of remediation being received. Mr. Howell responded the requirement for remediation is identified by the institution and not reported on the type of remediation needed.

Dr. Clark then asked if there is a standard definition for the term remediation to which Mr. Howell responded in the negative.

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Board member Soltman then asked if the data is being shared with the districts to which Ms. Bent responded this is something that can be accomplished by staff working with the institutions to distribute the information. Mr. Howell added the Board will need to establish a uniformed definition of what requires remediation in order for this data to be helpful to school districts. Dr. Clark then asked why the Board would not have a standard definition for remediation, comparable to levels established with Direct Admissions, and stresses the need to eliminate the decision for remediation being made at the institutional level.

Board member Atchley then commented this goes back to the definition of a high school diploma and that a student going to college requiring remediation is not college ready. She continues this is a great disservice to both our institutions and students if they graduate high school unprepared.

Board member Westerberg then commented one of the reasons behind the Board requirement that all students take a college entrance exam is to determine if a student is capable of basic mathematics and English language skills, adding these scores are sent to the districts. To this the Board's Chief Academic Officer, Dr. Randall Brumfield stated the cut scores requiring remediation in Math or English are determined by the faculty at the individual institutions and these scores will differ by institution. He continues, students requiring remediation in English are supported in a credit bearing remediation course to achieve degree progress, however, there is progress to be made in this area with Math remediation. Dr. Clark then asked if, in light of the Governor's Higher Education Task Force recommendation for "Systemness", it is reasonable for each institution to determine the level for remediation at the level of the individual institution. To this Board member Soltman responded in a perfect system all students graduating from high school would not need remediation and maybe the Board's focus should be on the results of the Grade 3 IRI. Board member Westerberg then stated remediation is an opportunity to provide students additional help at the next level if it is needed, however, supporting students in this area does not change the fact that a large number of students are still in need of additional help when entering the post-secondary system.

At this time, Superintendent Ybarra shared her discomfort with making policy changes based on the data presented today and that perhaps the Board should consider using the SMARTER Balanced Assessment Consortium (SBAC) as a college entrance exam and that, in relation to the IRI test scores, there is more to the IRI test score than what is shown today and the reasoning behind remodeling the IRI is that the current format does not test comprehension. She continues cut scores for the IRI were changed dramatically and are now above the national average. She then states the need for Board members to consider mobility when evaluating scores. Ms. Bent adds the Board had, prior to the policy change, set scores to indicate if a student required remediation or could earn credit for courses based upon their college entrance exam score. She continues the Instructional, Research, and Student Affairs (IRSA) Committee looked at this very closely prior to changing the policy and that student performance on various assessments is something the Board could considered again prior to any policy decisions being made.

Mr. Howell then shared with Board members data on the number of students earning thirty (30) credits per year. He states this is not currently a strategic measure and

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therefore does not have a benchmark, however, this is tied to Complete College America's 15 to Finish initiative and is a focus of discussion. Mr. Howell then shares more than 50% of enrolled students are attending part time and that of all the enrolled students, currently 13%-14% are taking thirty (30) or more credits per year. Board member Soltman then acknowledged North Idaho College's 15-to-Finish program where students who take 15 credits receive 3 free credits the following semester.

Mr. Howell continued with an update to the Board on retention rates for first-time, full-time students stating the benchmark for the 4-Year institutions has been set at 85% and the retention rate is currently at 74.2%. For the 2-Year institutions the benchmark has been set at 75% and the retention rate is currently 54.4%.

Mr. Howell then shared with members of the Board information on the Graduation Rates for the 4-Year and 2-Year institutions 100% of the time and 150% of the time. He states the benchmark for both institutions is set at 50% and the graduation rate for the 2-Year Institutions is around 10% for on-time completion, 100% of time, and 20% for 150% of time. On-time, 100% completion, for the 4-Year institutions is 18.6% and 40.9% for 150% of time. Mr. Howell then reminds Board members this data is for first-time, full-time students.

Board member Hill then comments the Boards own data shows students taking 30 credits per year is a high predictor to finishing on-time in four years. Board member Soltman then asked why, with growth in dual-credit, are on-time graduation rates not higher. To this Dr. Brumfield responded by asking Board members where the Board wants to be in regards to these numbers, adding this will help to fashion a direction of where to go moving forward. Additionally, he adds the importance of remembering a majority of students are not full-time, but adult learners with dependents and this must be considered as the Board moves forward. Board member Critchfield voiced her support and reminded Board members of the importance to expand work related credits and experience and the need to help these students to finish. Ms. Bent then shares the work of institutions in this area has been impactful, however, the results have remained flat, even with the efforts of the Board and institutions.

Mr. Howell then provided an update on the 60% Progress Goal, stating the latest census data available is from 2015 and shows progress to be 42%. He continues the 2016 census date is scheduled for release on October 18, 2017.

Mr. Howell continued with an update on Dual Credit Headcount and Credit Hours sharing in 2016 students took 95,000 dual credit hours and that this number increased drastically in 2017 with students taking 143,000 dual credit hours. He continues there has been huge growth in dual credit and the number of students participating and that one of the driving factors has been a policy change related to the Fast Forward program allowing students to take dual credit courses paid for through Fast Forward. He states the increase in dual-credit hours is also driving the increase in total enrollment at postsecondary institutions. At this time Board member Soltman responded this can also have a negative effect as well, if institutions are no longer having to offer entry level courses, such as English and Math 100 courses, they are forced to lay off faculty. Board member Clark

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then stated the need for Board members to ask how dual credits contribute to a degree and making sure these credits are meaningful if they are to count towards a degree and if students are taking the right dual credit courses it should impact the 1-Year and 2-Year Graduation rates. Board member Critchfield then stated there should also be some correlation with remediation and that the increase in dual credit hours should be leading to a decrease in remediation rates. Board member Westerberg added the increase in dual-credits should have affected much of what was presented to the Board today, Go-On Rate, Remediation Rate, On-Time Completion, etc. but it has not.

At this time, Ms. Bent shared with Board members the Annual Dual-Credit report has been basic in past years, however, a more comprehensive report will be presented at the December meeting. She then asked if Board members had any specific items they would like covered in the report to which Board member Westerberg responded it would be helpful for members to have information from other states on how long it has taken them to reach their goals especially in regards to dual-credit.

Dr. Clark then asked if students taking dual credits have been surveyed on how they are utilizing the credits and if they have impacted their decision to go on. To this Mr. Howell responded a survey of first year postsecondary students was conducted last year and one of the areas of focus was how dual credits impacted a student's decision to go on to a postsecondary education. Dr. Clark then stated she would also like similar questions asked of junior year and senior year high school students.

At this time Board member Atchley stated the importance for Board members to consider the economic impact of dual credit courses as they relate to the money appropriated by the legislature and if the funding is leading to the intended result. To this Ms. Bent responded the annual dual credit report will include demographic information on students who would be expected to go on as well as those who do not. She continues the Board should also consider the impact of dual credit on the institutions and should consider a deeper look at the current policies related to dual credits.

Dr. Brumfield then shared that for dual credits to really be effective it must be used as an opportunity to engage students and not just as a path to graduation, asking are the dual credits offered intentional and strategic or just offered because they are available. To this Dr. Clark responds the ability to offer dual credit courses at the high school is dependent on the staff and resources available, adding some of the courses that have been approved are a reflection of the staffing reality.

Mr. Howell concluded his presentation with an updated to Board members on Advanced Placement (AP) Enrollment and Examinations. He shares that, similar to dual credit courses, AP courses are also paid for through Fast Forward funds and there has been a continuous increase since 2013-2014 in the number of students taking AP exams.

At this time Ms. Bent asked Board members for any additional comments or direction for staff prior to bringing the Board's Strategic Plan forward for approval at the December Board meeting. She then reminds Board members of the Governor's Higher Education



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Task Force recommendations and ask Board members to begin considering priorities. Dr. Clark then requested Board members take a deep look at the goals to make sure they are the right goals.

Finally, Board member Critchfield shared with Board members the K-12 Student Engagement survey that will be used in the 2017-2018 school year as the school quality measure chosen by Board to identify the lowest performing schools. Board member Critchfield reminded the Board that originally the school quality measure was going to be student absenteeism and the three surveys were going to be developed and implemented in the 2018-2019 school year. Through the public feedback process student absenteeism was rejected, leaving only the surveys for use as the school quality measure. Of the three surveys, only the student engagement survey could be given in a way that would meet the federal requirements for use in identifying the lowest performing schools. The Department of Education identified a process using the statewide testing vendor for administering the survey in 2017-2018 that would limit the impact on the schools. Using feedback from stakeholders and legislators, three areas were identified for the survey to cover. Department and Board staff worked together to identify surveys that had already gone through a validation processes. The survey is included in the agenda material as attachment 30. During the coming year additional work will be done to determine if an existing survey can be used or if we want to go through the process of creating validated Teacher Engagement and Parent Engagement Surveys. The results and feedback on this year's Student Engagement survey will be used to inform the process for next year's Student Engagement survey. Board member Critchfield asked the Board if they had any concerns moving forward with the Panorama Survey and administering it with the ISAT. There were no objections.

There were no additional questions or comments from the Board.

At this time the Board recessed for a fifteen minute break, returning at 3:15 pm (MDT).

### **STATE DEPARTMENT OF EDUCATION (SDE)**

During the regularly scheduled Board meeting in August it was announced that starting in October, the Idaho State Department of Education's portion of the agenda would move to Wednesday afternoon.

1. **Developments in K-12 Education**

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra introduced the iteming by sharing with Board members two Idaho schools had recently been recognized by the U.S. Department of Education as National Blue Ribbon Schools – Horseshoe Bend Elementary in Horseshoe Bend and J. Russell Elementary in Moscow. Superintendent Ybarra continued by updating Board members on her recent visits with Superintendents from Regions III, IV and V, the incredible turnout at this year's Hispanic Youth Summit with a record 700 students in attendance, her recent visit at the Advanced Opportunities

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training as well as a recap of her Parent Group meeting where the discussion centered around the Climate Survey and specifically school safety and bias in the questions. Finally, Ms. Ybarra shared with members of the Board the Idaho State Department of Education (ISDE) has been preparing for release two Public Service Announcements, one related to bullying and the other geared towards educators.

At this time, Superintendent Ybarra invited her Associate Deputy Superintendent of Public School Finance, Mr. Tim Hill, to share with Board members ISDE's request for the upcoming year beginning July 1, 2018. Mr. Hill started his presentation by bringing to the Board's attention the total change in the funds requested for 2018-2019 was an increase of \$113,602,500 or 6.8%. Mr. Hill continues Section 3: Statutory/Maintenance and Section 4: Statutory/Maintenance (Governor's Task Force) of ISDE's budget are not requests, but estimates of the costs required based upon current law and that these two requests represent a majority share of ISDE's total budget request. He continues Section 3: Statutory/Maintenance are those items that are not necessarily tied to the Governor's Higher Education Task Force where Section 4: Statutory/Maintenance (Governor's Task Force) are. Mr. Hill then states Section 6: Line Item Requests (Governor's Task Force) and Section 7: Line Item Requests (Other) are the 2018-2019 line item requests being submitted to the legislature for approval

At this time, Board member Critchfield asked for clarification of ISDE's Line Item Request 6.a. and if the request is for equipment to which Mr. Hill responded the request is for technology, infrastructure, and instructional management system maintenance. Ms. Critchfield then asked for more information on the one-time statewide Wi-Fi services request to which ISDE Chief Deputy Superintendent Pete Koehler responded the original contract for statewide Wi-Fi services was for a term of five years, however, districts were allowed to buy in after the initial start date and that the one-time request is for those remaining districts.

At this time the Board's Executive Officer, Mr. Matt Freeman, asked how the request for an additional \$2,000,000 in support of College and Career Advisors and Student Mentors would be distributed to the districts. Mr. Hill responded currently those schools with 100 or more students in Grade 8 through Grade 12 received the greater of \$14,000 or \$58.00 per student and those schools with fewer than 100 students in Grade 8 through Grade 12 received the greater of \$7,000 or \$140.00 per student. He continues that approval of the additional \$2,000,000 funding request would result in an increase of \$4,000 for schools with greater than 100 students in Grade 8 through Grade 12 for a total of \$18,000. Schools with fewer than 100 students in Grade 8 through Grade 12 would receive an increase of \$2,000 for a total of \$9,000 or \$180.00 per student.

Board member Soltman then asked of the line item request for an increase in funding for Mastery-Based Education and if the long term goal is for an incremental approach. To this Superintendent Ybarra responded the cohort was not of sufficient size to collect data for what ISDE wanted to accomplish and that it was the intent of the ISDE to open and expand the program to more schools who have expressed interest. She continues there is no answer to when Idaho would move to a mastery based system and this is a work in

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progress. Board member Clark then shared her understanding the original pilot included whole districts as well as individual schools and asked if ISDE would be reporting on the results from the first part of the project. To this Superintendent Ybarra responded in the affirmative, however, the pilot was drafted in phases and issues are still being addressed, specifically testing and how to utilize the SMARTER Balanced Assessment Consortium (SBAC) with a Mastery Based system. Dr. Clark then asked if participating schools and districts were provided guidance and guidelines based on information provided by other states participating in a mastery based program to which Superintendent Ybarra responded in the affirmative. Dr. Clark then then requested Board members share with the Superintendent any specific questions they would like addressed to which Board member Critchfield asked of the possibility for Board members to tour participating schools and districts to see the program first hand to which Superintendent Ybarra responded in the affirmative. Dr. Clark then stated that from the perspective of a policy board the importance of learning from these initial participants where they have encountered issues and roadblocks and that the Board will need to put in place a framework to allow this process to move forward. To this Superintendent Ybarra responded this is why the ISDE has approached this as an incubator or pilot program.

At this time, Associate Deputy Superintendent, Mr. Tim Hill, continued his presentation by reviewing with Board members Section 7: Line Item Requests (Other) stating these are specific line item requests not related to the recommendations of the Task Force. Board member Soltman then asked why ISDE elected to use the phrase “discretionary” in items a. and b. versus “operational” to which Mr. Hill responded the statute uses the term “discretionary” and that is reflected in the request. Mr. Hill then concluded his presentation by reviewing with Board members the final line items.

Superintendent Ybarra continued her update by inviting Chief Deputy Superintendent Mr. Pete Koehler to share with Board members ISDE’s recent improvements to the Infinite Campus Portal. Mr. Koehler shares the site was found to be cumbersome and difficult to navigate and has now been redesigned and renamed to the SDE Application Portal adding although the name has changed, the requirements have not. He continues the changes and updates were driven primarily by stakeholder feedback and found to be cost efficient and require fewer licensing requirements and limitations.

Mr. Koehler then update Board members on improvements to the Parent Portal. He shares this is an ongoing project between the ISDE and Idaho Digital Learning Academy (IDLA) that has been in development for the past year. The project has been named the Parent Education Resource Center (PERC) and is a resource for parents of students from pre-K through the senior year of Idaho. He adds the Idaho content standards will be tied to the portal which is scheduled for a formal launch in February 2018 and to become fully operational by June 2018.

At this time Superintendent Ybarra continued with an update on the new Idaho Reading Indicator (IRI) Pilot program sharing more than 2,000 students identified as “At Risk” are making gains, however, the IRI is an indicator and was never intended to be used for accountability but to identify struggling students.

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Superintendent Ybarra then invited her Director of Assessment and Accountability, Ms. Karlynn Laraway, to present to the Board preliminary data from the new IRI Pilot. She shares the new IRI has been administered to just over 13,000 students at 58 schools in 37 districts. Ms. Laraway continues the new ISIP assessment, administered through Istation, is an early reading assessment measuring reading development for students in Grades K through 3. ISIP is a fully computer adaptive assessment serving 4 million students in 48 states that tests students in the critical areas of reading as developmentally appropriate and supports English Learners and students with disabilities. Ms. Laraway continues with a side-by-side comparison of scores from the Legacy assessment and ISIP assessment broken down by grade level. Results from the ISIP assessment showed an increase in the number of students in Kindergarten and Grade 1 not meeting benchmark (compared to results from the Legacy test), however, she shares this is to be expected. Scores begin to level out in Grade 2 with another dip in students reaching benchmark at Grade 3. Ms. Laraway adds feedback from participating districts has been positive, primarily due to the ability of the ISIP assessment to identify a need for intervention early on as well as data being both immediate and actionable.

Board member Critchfield then asked if results from successful districts are being shared with other districts to which Ms. Laraway responded in the affirmative. Ms. Critchfield then shared with Board members discussions with individuals who have approached her with concerns over the Istation vendor. To this Superintendent Ybarra responded there has been a lot of discussion around this topic, specifically with the vendor setting the cut score, however, the ISIP cut scores and assessment are nationally normed. She continues, it is standard practice for companies to sell interventions with their product, and although she understands concerns around this, it is outside of ISDE's control.

Finally, Ms. Laraway shared with Board members that pilot schools are administering both the Legacy IRI and ISIP IRI to students and this must be done within one (1) week of each other in order to achieve comparable data for these students.

There were no additional questions or comments from the Board.

2. Approval to Operate an Elementary School with Less than Ten (10) Pupils in Average Daily Attendance

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item by reminding Board members of the requirement for the Idaho State Department of Education (ISDE) to approve schools with less than ten (10) pupils and then report these schools to the Board. Board member Soltman asked for clarification from Superintendent Ybarra on how to handle schools with fewer than ten (10) students to which Superintendent Ybarra responded the decision to maintain these schools lies with the local school district. Board member Soltman then commented on the high cost of educating students at schools with fewer than ten (10) students. To this, ISDE Associate Deputy Superintendent Mr. Tim Hill responded the current support unit value of approximately \$98,000 seems to provide sufficient funding for these small programs to

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continue serving students in remote areas without having to bus students for an extended period of time in order for them to attend a larger school in a neighboring community or district. Board member Critchfield then shared with the Board her experience as a Cassia County School Board Trustee when explaining the financial implications of operating a small school were met with strong resistance.

There were no additional questions or comments from the Board.

3. Pending Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

**BOARD ACTION**

**M/S (Ybarra/Westerberg): To approve Pending Rule Docket No. 08-0203-1702, Rules Governing Thoroughness – College Entrance Examination, as submitted in Attachment 1.** The motion carried 7-0. Mr. Scoggin was absent from voting.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item by reminding Board members of the rule change effective March 2016 removing the Compass assessment as an option to meet the requirement for students to take a college entrance exam (CEE) before the end of their eleventh grade year to meet graduation requirements. She continues the final administration of the Compass assessment was on November 1, 2016, which could potentially impact students graduating in 2018 and that this rule change would allow students who took the Compass exam prior to its final administration to meet the CEE graduation requirement.

Board member Clark then asked if the exception pertained only to special education students to which Director of Assessment and Accountability for the Idaho State Department, Ms. Karlynn Laraway, responded the circumstances would apply to any student citing specific examples of their inability to take the test and meet the graduation requirement through no fault of their own. Board member Critchfield then asked how many exceptions the Idaho State Department of Education (ISDE) had granted under this provision during the previous year to which Ms. Laraway responded none due to the fact the rule had yet to be proposed. Board member Clark then shared her belief the language as written does not meet the original intent adding there are no parameters around what an extenuating circumstance may be. To this Superintendent Ybarra responded it is not the intent of ISDE to allow students to not take the test. Board member Westerberg then stated his belief a reasonable amount of discretion by ISDE is appropriate in addition to an annual report to the Board. Board member Hill then expressed his support with the modified language. Ms. Atchley then shared her belief that if another college exam is taken it would not warrant reporting to the Board, only if a student was exempted from taking a college entrance exam. Board members then agreed to vote on the motion as presented with no changes.

There were no additional questions or comments from the Board.

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4. Temporary and Pending Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

**BOARD ACTION**

**M/S (Ybarra/Critchfield): To adopt the amended Idaho English Language Proficiency Assessment Achievement Standards as submitted in Attachment 2.** The motion carried 7-0. Mr. Scoggin was absent from voting.

**AND**

**M/S (Ybarra/Atchley): To approve Pending and Amended Temporary Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.** The motion carried 7-0. Mr. Scoggin was absent from voting.

There were no questions or comments from the Board.

5. Pending Rule, Docket No. 08-0203-1711, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

**BOARD ACTION**

**M/S (Ybarra/Hill): To approve the Amended Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2.** The motion carried 7-0. Mr. Scoggin was absent from voting.

**AND**

**M/S (Ybarra/Hill): To approve the Pending Rule Docket No. 08-0203-1711, as submitted in Attachment 1.** The motion carried 7-0. Mr. Scoggin was absent from voting.

There were no questions or comments from the Board.

6. Idaho Bias and Sensitivity Committee Recommendations to Remove Items from the 2018 Idaho Standards Achievement Test (ISAT) Administration

**BOARD ACTION**

**M/S (Ybarra/Hill): To adopt the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.** The motion carried 7-0. Mr. Scoggin was absent from voting.

There were not questions or comments from the Board.

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At this time Board members moved to go in to Executive Session.

**EXECUTIVE SESSION (Closed to the Public)**

**M/S (Critchfield/Hill):** To meet in executive session pursuant to Section 74-2016(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member of individual agent, or public school student." A roll call vote was taken and the motion carried 7-0. Mr. Scoggin was absent from voting. Board members entered in to Executive Session at 4:40 pm (MDT).

**M/S (Crithfield/Hill):** To go out of Executive Session. The motion carried 7-0. Mr. Scoggin was absent from voting. Board members exited Executive Session at 5:17pm (MDT) and recessed for the evening.

**Thursday, October 19, 2017 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho.**

Board President Dr. Linda Clark called the meeting to order at 8:00am (MDT) for regularly scheduled business. There were no participants for Open Forum.

**CONSENT AGENDA**

**BOARD ACTION**

**M/S (Critchfield/Hill):** To approve the consent agenda as presented. The motion carried 7-0. Mr. Scoggin was absent from voting.

**Audit**

1. Boise State University – Research Foundation Agreement

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve the Operating Agreement between Boise State University and the Boise State University Research Foundation. The motion carried 7-0. Mr. Scoggin was absent from voting.

**Business Affairs & Human Resources (BAHR) – Section II Finance**

2. Idaho State University – Replacement and Upgrade of Idaho State University (ISU) campus-wide

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**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve the request by Idaho State University to replace and upgrade the university's network switching hardware, for an amount not to exceed \$2,693,000. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. University of Idaho – Disposal of Real Property – Aberdeen Research and Extension Center, Bingham County

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve the request by the University of Idaho to dispose of 2.01 acres of land, as described in Attachment 1, for the sum of \$15,400 and to authorize the Vice President for Infrastructure to execute all necessary transaction documents for conveying this real property, as proposed in the materials presented to the Board. The motion carried 7-0. Mr. Scoggin was absent from voting.

**Instruction, Research and Student Affairs (IRSA)**

4. State General Education Committee Appointments

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to appoint Dr. Cher Hendricks, representing University of Idaho to the General Education Committee effective immediately. The motion carried 7-0. Mr. Scoggin was absent from voting.

**Planning, Policy and Governmental Affairs (PPGA)**

5. Data Management Council Appointments

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve the appointment of Luke Schroeder to the Data Management Council for the remainder of the term from July 1, 2017 to June 30, 2019. The motion carried 7-0. Mr. Scoggin was absent from voting.

6. Indian Education Committee Appointments

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to appointment of Mr. Marcus Coby, as the Shoshone-Bannock Tribes tribal chair designee, effective immediately and expiring June 30, 2022. The motion carried 7-0. Mr. Scoggin was absent from voting.



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**AND**

**M/S (Critchfield/Hill):** By unanimous consent to appoint Mr. Graydon Stanley, representing North Idaho College, effective immediately and expiring June 30, 2022. The motion carried 7-0. Mr. Scoggin was absent from voting.

**AND**

**M/S (Critchfield/Hill):** By unanimous consent to appoint Ms. Tina Strong, representing Coeur d'Alene Tribal School, effective immediately and expiring June 30, 2021. The motion carried 7-0. Mr. Scoggin was absent from voting.

7. Idaho State University – Facility Naming – Meridian Health Science Center

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve the request by Idaho State University to rename the “Meridian Health Science Center,” located at 1311 E. Central Drive, Meridian, ID, to the “Sam and Aline Skaggs Health Science Center. The motion carried 7-0. Mr. Scoggin was absent from voting.

8. President Approved Alcohol Permits Report  
This item was provided in the agenda materials as an information item.

**State Department of Education (SDE)**

9. Emergency Provisional Certificates

**BOARD ACTION**

**M/S (Critchfield/Hill):** By unanimous consent to approve one-year emergency provisional certificates for Demsie Butler, Danielle Chavez, Mindy Nield, and Aaron Tayson Beck to teach the content area and grade ranges at the specified school districts as provided herein for the 2017-2018 School Year. The motion carried 7-0. Mr. Scoggin was absent from voting.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

2. Workforce Development Council Annual Report  
This item was provided in the agenda materials as an information item.

Workforce Development Council (WDC) Chair, Mr. Trent Clark, was scheduled to present the WDC Annual Report to the Board, however, due to a scheduling conflict, Mr. Clark was unable to attend the Board meeting. The WDC Annual Report was included in the agenda materials for Board members to review.

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3. Boise State University/University of Idaho - Board Policy I.J. Use of Facilities – Second Reading – Expansion of Alcohol on Campus

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve the second reading of changes to Board policy section I.J. as submitted in Attachment 1. The motion carried 6-0 with Mr. Westerberg voting nay. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Ms. Debbie Critchfield, introduced the item, reminding Board members of the discussion and comments from the August Board meeting and that the item before the Board today is a second reading and includes the Board's comments from the August meeting. She then identifies an error on Tab 3, Page 10 of the PPGA Agenda Materials and shares Paragraph 2 should read "*Only patrons who hold tickets to the athletic event shall be allowed into the event*".

There were no additional questions or comments from the Board.

4. Board Policy IV.E. Division of Career Technical Education – Second Reading – Definition of Existing Career Technical Education Program Types

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve the second reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Ms. Debbie Critchfield, introduced the item explaining to Board members the purpose of the item is to formalize definitions of existing Career Technical Education (CTE) program types to insure consistency statewide.

There were no questions or comments from the Board.

5. Governor's Higher Education Task Force Recommendations – Implementation Matrix

**BOARD ACTION**

**M/S (Critchfield/Hill):** To approve the Task Force Recommendation priority order and committee assignments as specified in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, stating that the discussion today around the proposed

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implementation framework for the Governor's Higher Education Task Force recommendations would provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the Task Force recommendations. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Chief Academic Officer, Dr. Randall Brumfield, to present the final recommendations of the Governor's Higher Education Task Force (Task Force) to the Board. She explained to Board members each recommendation would be presented along with a recommendation for committee assignments by the Board.

Ms. Bent shares with Board members the first recommendation of the Task Force for Efficiencies, Cost Savings and Service. She continues a majority of the functions within this recommendation would fall under the Board's Business Affairs and Human Resources (BAHR) Committee, however, some student based functions would fall under the Instruction, Research and Student Affairs (IRSA) Committee. It was determined by members of the Board the BAHR committee would take the lead with those items specific to student affairs delegated to the IRSA committee. Ms. Bent shared with Board members implementation of this recommendation would not require changes to Idaho Code or Administrative Code, however, it may require changes to Board Policy as well as a budget request.

Ms. Bent then shared with Board members the second recommendation of the Task Force to review and update the 60% Goal. Board members determined this recommendation would be assigned to the Planning, Policy and Governmental Affairs (PPGA) Committee with support from the Board's Director of Research and Institutional Research staff from each institution. The Board's Executive Director, Mr. Matt Freeman, reminded Board members the recommendation will also restate the 60% Goal from 2020 to 2025 and that restatement of the goal would be brought to the Board for approval at the December meeting.

The third recommendation of the Task Force was for Structural Change and System Improvements. Board members determined this recommendation would be shared between the PPGA and IRSA committees. Ms. Bent then explained to Board members changes in policy related to K-12 education would require a change in administrative code and would go through the Idaho State Department of Education (ISDE) and PPGA committee. The IRSA committee would take responsibility for the recommendations related to postsecondary education. Ms. Bent then shared with Board members changes to Administrative Code or Rules would begin with the next rule making cycle and implemented the following year if accepted by the Legislature. At this time, Board member Atchley asked for a status update on the recommendation for a statewide Digital Campus to which Ms. Bent responded the Digital Campus is one area preliminary identified as falling under the IRSA committee. She continues the Board will need to review all of the recommendations and then determine a timeline for implementation of each recommendation. At this time Board member Clark added the Digital Campus would require a dedicated committee to make this a reality. She continues this committee can be formed at whatever point is appropriate and that it is not reasonable to expect existing

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committees to take this on. At this time Board member Hill stated his agreement and commented he also would like a special committee formed for this purpose that would report to the IRSA committee. Ms. Bent then reminded Board members each committee has the ability to form work groups to specialize in specific areas. At this time, the Board's Chief Academic Officer, Dr. Randall Brumfield, shared with Board members that university provosts have been informed of the recommendations and are aware of the need for work group assignments to accomplish some of the recommendations. The Board's Executive Director, Mr. Matt Freeman, then reminded members that as the Board works through the recommendations and process, staff will require guidance from the Board in prioritizing the recommendations.

At this time, Ms. Bent shared with the Board the fourth recommendation of the Task Force to develop and implement a comprehensive P-20 Guided Pathways program. This recommendation was then assigned to both the PPGA and IRSA committees. Ms. Bent then stated the recommendation would most likely require changes to Idaho Code, Administrative Code, and Board Policy and that full implementation would take up to three years, beginning in FY19 and ending in FY21. Board member Hill then stressed the need to parallel the Board's work on this recommendation with the recommendations of the Governor's Workforce Development Task Force.

Ms. Bent then shared with Board members the fifth recommendation of the Task Force to Improve Certificate and Degree Completion. This recommendation was assigned to the IRSA and PPGA committees with IRSA taking the lead. Ms. Bent informed Board members this recommendation would require changes to Idaho Code, Administrative Code, and Board Policy and would also require the Board to put forth a budget request.

At this time, Ms. Bent shared with the Board the sixth recommendation of the Task Force to provide a Statewide Digital Campus. This recommendation was assigned to the IRSA committee. Ms. Bent then shared with Board members the recommendation would require changes to Board policy and additional budget requests and that implementation of this recommendation would be in FY20, however, planning would start in FY19. Board member Hill then stated this could fit within the fourth recommendation of the Task Force and that the Board should rationalize overlaps and consider combining the digital learning recommendation from Task Force recommendation four with this recommendation. Ms. Bent then stated the Board will begin review of those recommendations requiring budget requests in June for FY20.

Ms. Bent then shared with Board members the seventh recommendation of the Task Force for a systematic increase in funding. This item was assigned to the BAHHR committee and would require an additional budget request. Board member Westerberg then asked for clarification of the recommendation, noting that as listed in the agenda materials, the recommendation indicated an increase in general dollars, not specific to scholarships. As co-chair of the work group making the recommendation, Board member Atchley explained the request was for an increase in scholarship dollars to provide greater access to college through scholarships. Mr. Freeman added as a point of clarification, the recommendation should read "*Systematically increase scholarship dollars to fund all*

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*eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access”.*

Ms. Bent then introduced the eight recommendation of the Task Force for Outcomes Based Funding. This recommendation was assigned to the BAHR committee and would require a budget request and for the Board and staff to work closely with legislators and stakeholders for approval

The ninth recommendation of the Task Force introduced by Ms. Bent was Adoption of the Recommendations of the Governor’s Workforce Development Task Force and was assigned to the IRSA committee. Board member Westerberg then asked if in addition to making committee assignments, the purpose of reviewing the recommendations was to also permit the Board’s committees to move ahead with the work necessary to implement the recommendations to which Dr. Clark responded in the affirmative. Dr. Clark also noted the Board must be aware of staff assignments as well, to which Mr. Westerberg commented on the need for Board members to establish reasonable priorities for the Task Force recommendations.

Ms. Bent then introduced the tenth recommendation of the Task Force for a Competency –Based System and was assigned to the IRSA committee. Ms. Bent continues the recommendation would require changes to Board policy and could be implemented within the first year, however, it could take up to five years for institutions to implement. .

The final two recommendations of the Task Force were to Partner with Industry (#11) and counting Workforce Training towards Degree or Certificate Completion (#12). Both recommendation were assigned to the IRSA committee and would require changes to Board policy. The twelfth recommendation to allow Workforce Training towards Degree or Certificate Completion would require a budget request.

After assigning each recommendation to a Board committee for implementation, the discussion moved to how to prioritize the recommendations presented today. Mr. Westerberg commented on the need to prioritize the recommendations to help staff work towards implementation and then added the eight recommendation for Outcomes Based Funding would be one of his top priorities. The Board then requested allowing 3 – 4 weeks for committees and staff to map out the recommendations and present them in prioritized order at the December Board meeting.

There were no additional questions or comments from the Board.

6. Proposed Mastery-Based Route to Certification: Alternative Authorization – Content Specialist

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the initial concept of a mastery-based program for teacher certification for individuals who meet the requirements of the**

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**alternative authorization – Content Specialist route to certification with final approval based on consideration of the modules and assessments identified in Attachment 1.** The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with Board members that approval of the proposed certification program through the alternative authorization-content specialist would allow Board staff to begin working with experts to create the modules and assessments for the program. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Educator Effectiveness Program Manager, Ms. Christina Linder, to present the proposed program to members of the Board.

Ms. Linder shares with Board members during the previous year approximately 600 teachers were in the classroom under some kind of alternate certification route typically in response to an emergency situation or shortage primarily in rural districts. She continues that currently the Board has approved two alternate routes to certification, however one route is light on support for candidates and the other cumbersome and the proposal before the Board today is for a program that acknowledges a more mastery based approach that still fits within Board policy. In all cases the candidates must meet Idaho's certification standards and pass board approved assessment.

At this time Board member Hill asked if the proposed program eliminates the time constraints encountered with the current alternate routes to certification and allows a person to receive full credit for what they already know to which Ms. Linder responded in the affirmative. Superintendent Ybarra then expressed her support for the proposed program as one option to address Idaho's teacher and educator shortage. Board member Soltman then asked if the program would be tied to a specific institution or left up to the applicant to advance through the program to which Ms. Linder responded the proposed program is currently in the concept phase and this is something to consider as the program is developed further. At this time Board member Critchfield added this is an opportunity for Board members to weigh in heavily on implementation of the program and the next steps. Board member Clark adds it is the intent of the Board and PPGA Committee to engage stakeholders as well. Finally, Ms. Bent shared, the request before the Board today is for initial approval and that once the modules have been developed they would need to pass the review process prior to being returned to the Board for final approval.

There were no additional questions or comments from the Board.

7. Alternative Assessment for Individuals Pursuing Certification through Alternative Authorization – Content Specialist: *Uniform Standard for Evaluating Content Competency Rubric*

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve the state assessment: Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization**

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**to certification as submitted in Attachment 1.** The motion carried 7-0. Mr. Scoggin was absent from voting.

**AND**

**M/S (Critchfield/Soltman):** To direct the Professional Standards Commission to evaluate and bring forward recommendations on additional state-approved assessments and qualify scores that may be used for certification purposes as well as updated qualifying scores on the existing PRAXIS II assessments. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with Board members that approval of the proposed alternate assessment would create a second state assessment that could be used by individuals seeking certification through an alternate route. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Educator Effectiveness Program Manager, Ms. Christina Linder, to present the proposed program to members of the Board.

Ms. Linder begins by sharing with Board members the need to consider a more reasonable entrance assessment for those individuals seeking alternate certification. She continues for those individuals on an alternate route, the PRAXIS II is not a reasonable assessment and that Board members may want to consider a uniform standard for evaluating content or a competency rubric similar to the accepted measure used by states to show teachers were "highly qualified" in their content area under No Child Left Behind. She continues the proposed rubric would be comprised of simple worksheets for documenting knowledge and experience with a rubric that uniformly measures basic content knowledge.

Superintendent Ybarra then asked if an individual on an alternate route would still be required to take the PRAXIS to which Ms. Linder responded in the affirmative, stating every candidate would be required to take that PRAXIS to show they have either met the standard or as a needs assessment. Superintendent Ybarra then asked what would happen if a candidate completed the alternate certification route but was not able to pass the PRAXIS to which Ms. Linder responded if an individual cannot pass the PRAXIS then the state would lose them from the classroom.

At this time Board member Critchfield shared with the Board discussions from the prior legislative session around eliminating the current process for certification and that the proposal before the Board today is not intended to water down the assessment, but rather to provide proven individuals a route to a certificate sufficient to establish the needs of school districts throughout the state.

Board member Soltman then asked if stakeholder feedback on this particular item was considered to which Ms. Linder responded the item was discussed at the most recent Educator Pipeline meeting where a majority of stakeholders voted in the affirmative. To

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this Board member Clark added school districts have clearly expressed the need for alternate routes to certification in order to help fill positions within their districts.

At this time Superintendent Ybarra again shared her discomfort with granting this group of educators an exception on taking the PRAXIS to which Ms. Linder responded with her agreement this could give the perception of watering down the standards, however, the current policy requires applicants pass the PRAXIS prior to stepping in to the classroom and it is commonly known that current practices are not in compliance with this policy and a solution must be brought forward.

Board member Clark then asked how long an individual could be in the classroom prior to taking, and passing, the PRAXIS to which Ms. Bent responded administrative rule requires individuals currently on the Content Specialist Alternative Authorization pass a Board approved assessment and the proposed item would allow them to enter the classroom while on the alternate route and, that while on an alternate route, individuals are authorized on an interim certificate which is a one year certificate, renewable up to three years. She continues an individual could end up not being able to renew, however, the proposal presented in the previous item does still have individuals taking the PRAXIS when entering the program to identify areas on weakness in content knowledge and an individual would take the PRAXIS again when exiting the program. Board member Hill then asked if this in effect would be a way of formalizing, at the state level, for district use, the acceptability of a candidate on an alternative pathway to which Ms. Linder responded in the affirmative.

There were no additional questions or comments from the Board.

At this time, the Board recessed for a 10 minute break, returning at 9:40 am MDT.

**BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR - HR)**

**Section I – Human Resources**

1. University of Idaho – Multi-Year Employment Agreement – Men’s Basketball Head Coach

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to extend the multi-year employment contract with Don Verlin, as the Men’s Basketball Team Coach for four years for a term extending through June 30, 2021 plus other adjustments to terms in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.**

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the terms of the contract before the



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Board today is for a term greater than three years and annual compensation in excess of \$200,000 therefore approval by the Board is required.

University of Idaho General Counsel, Mr. Kent Nelson, was present to answer questions from the Board. Mr. Nelson shared with Board members a brief overview of the agreement. He states the contract extends the term from 2017-2021 for four years with no change in salary. He continues the term for automatic extension based upon team record was removed as well as terms related to change of conference, automatic pay increases and supplemental numbers.

There were not questions or comments from the Board.

2. University of Idaho – Multi-Year Contract – Head Men’s Football Coach

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to extend the multi-year employment contract with Paul Petrino, as Men’s Football Head Coach, for a term expiring June 30, 2022 (or as further extended pursuant to the terms of the contract) plus other adjustments to terms, including an annual car allowance of \$4,800 per year, in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.**

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the terms of the proposed employment agreement for Coach Petrino could potentially exceed both three years and annual compensation in excess of \$200,000 therefore approval by the Board is required.

University of Idaho General Counsel, Mr. Kent Nelson, was present to answer questions from the Board. He shares the contract extends the term to 2022 for a total of five years with an automatic extension based on a team record of eight wins or more.

There were no questions or comments from the Board.

**Section II – Finance**

1. FY 2018 Colleges and Universities “Summary of Sources and Uses of Funds”

This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the purpose of today’s report is to provide to Board members a high level overview of the institutions’ sources of funding and expenditures. He then invited the Board’s Chief Financial Officer, Mr. Chet Herbst, to share the report’s findings with Board members.

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Mr. Herbst shares the sources and uses report as presented covers the state's four year institutions with the information presented for all four institutions together under system reports followed by individual breakouts by institutions. He adds the report provides Board members with an idea of the scope and scale of operations within the institutions.

There were no questions or comments from the Board.

2. Idaho State University – Facilities Use Agreement between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of ISU Facilities

**BOARD ACTION**

**M/S (Westerberg/Atchley): To authorize Idaho State University to enter into the Facility Use Agreement with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.** The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the Idaho College of Osteopathic Medicine (ICOM) is working towards provisional accreditation, and their accrediting body – the Commission on Osteopathic College Accreditation (COCA), requires a contingency plan in the event the ICOM building is not substantially complete and ready for classes in August 2018. He continues Idaho State University (ISU) has agreed to provide ISU facility space, on a temporary basis, for use by ICOM students in the event completion of the ICOM facility is delayed and that the agreement Board members are voting on today meets COCA's requirements for use of ISU facilities by ICOM in the event of such a contingency.

Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force and General Counsel for Idaho State University Ms. Joanne Hirase-Stacey were present to answer questions from the Board. Dr. Force shares with Board members the items before them today are contingency plans put in place for use of Idaho State University (ISU) facilities by ICOM should the ICOM building not be constructed on time. Use of ISU space by ICOM would occur after hours or when ISU students are not occupying the space and collection of rates would apply. Dr. Force continues the likelihood of this contingency being executed is not anticipated, however, the request was brought forth by at the request of the ICOM accrediting body.

There were no questions or comments from the Board.

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3. Idaho State University – Amendment to the License Agreement for Space between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of the ISU Anatomy and Physiology (A/P) Lab

**BOARD ACTION**

**M/S (Westerberg/Atchley): To authorize Idaho State University to amend the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.** The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the proposed amendment to the License Agreement the Board will be voting on today establishes a contingency plan to deal with a possible delay in the completion of the Anatomy and Physiology Lab expansion project.

Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force and General Counsel for Idaho State University Ms. Joanne Hirase-Stacey were present to answer questions from the Board. Dr. Rex Force shares with Board members the agreement relates to the build out of the Idaho State University (ISU) Anatomy and Physiology Lab on the Meridian Campus. He continues ISU received notification in August they would be the recipient of a large gift from the ALSAM Foundation that would prolong the planning and construction phase for the project. He states the contingency would allow for ISU and Idaho College of Osteopathic Medicine (ICOM) use of the lab and will likely occur.

There were no questions or comments from the Board.

4. University of Idaho – Police, Fire, and EMS Services Contract Approval between the University of Idaho (UI) and City of Moscow

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to enter into a contract with the City of Moscow, in substantial conformance to the proposed contract in Attachment 1 to the Board materials, and to authorize the University of Idaho’s Vice President for Infrastructure to execute the final document.** The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee chair, Mr. Richard Westerberg, introduced the item informing Board members the University of Idaho (UI) has contracted with the City of Moscow for police law enforcement services since 1966. He continues the most recent contract between the City of Moscow and UI was approved by the Board at the August 2010 meeting and the item before the Board today is a three year renewal of the previously approved agreement adding the initial term of this

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agreement is from October 1, 2017 through September 30, 2020 with one three-year optional renewal and that after the three-year optional renewal, the contract will continue on a year to year basis until terminated by either party.

There were no questions or comments from the Board.

5. University of Idaho – Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for a classroom and office facility at the Nancy M. Cummings Research, Extension, and Education Center, for a total project cost of \$2,160,000, as described in the materials submitted to the Board. This approval includes the authority to execute all consulting and vendor contracts necessary to implement the planning and design phases of the project. The motion carried 7-0. Mr. Scoggin was absent from voting.**

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the request before the Board today is for authorization to allow the University of Idaho (UI) to proceed with the Planning and Design phases only of a Capital Project to design and construct a proposed classroom and office facility and the Nancy M. Cummings Research, Extension, and Education Center (NMCREEC).

There were no questions or comments from the Board.

6. University of Idaho – West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design

**BOARD ACTION**

**M/S (Westerberg/Hill): to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, on the main campus of the University of Idaho, for a total project cost of \$3,500,000, as described in the materials submitted to the Board. Approval includes the authority to execute all consulting and vendor contracts necessary to implement the Planning and Design phases of the project. The motion carried 7-0. Mr. Scoggin was absent from voting.**

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members approval of this request would authorize the University of Idaho to proceed with the Planning and Design phases only of a Capital Project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion.

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There were no questions or comments from the Board.

7. FY 2019 Line Item Budget Requests

**BOARD ACTION**

**M/S (Westerberg/Atchley):** To authorize the Executive Director to amend the FY2019 System-wide Needs Budget Request adding the Enterprise Resource Planning line item, as described in Attachment 1, as the Board's number two priority system-wide request, in addition to the previously-submitted Degree Audit/Student Data Analytic System request as the number one priority request, and the previously submitted Idaho Regional Optical Network item as the Board's number three priority system-wide request. The motion was withdrawn.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Richard Westerberg introduced the item reminding Board members of the action at the August Board meeting to approve two line item requests relevant to the recommendations of the Governor's Higher Education Task Force. He continues since that time the Higher Education President's Council has met and requested the Board consider an additional line item request to explore establishing a system-wide Enterprise Resource Planning (ERP) system and this is the item for consideration before the Board today. The Board's Chief Financial Officer, Mr. Chet Herbst, was present to answer any questions from the Board.

Board member Clark then shared Board staff has been advised the timing of the request is not good. Board member Hill then stated his discomfort with the motion as read, adding the ERP request should be listed as the third priority to which Mr. Westerberg responded that if Board members are uncomfortable with the motion then perhaps they should consider not adding the ERP request.

Board member Atchley then commented that if the state is willing to make a large scale investment in higher education the Board should take advantage of that to which Dr. Clark responded one of the concerns would be the desire of policy makers for the institutions to become a part of the state's ERP system and that she did not believe this was the outcome the institution presidents were seeking when making the request. Ms. Atchley then asked if institutions have expressed a desire to remain outside of the state system to which the Board's Chief Financial Officer, Mr. Chet Herbst responded there has to be interaction and flow of information between the institutions ERP systems and the state's ERP system which is made more complicated by the archaic system currently in use by the state. He continues the modules procured by the state for their replacement system are common features of an ERP system procured by the institutions and suggests the state could build their ERP system based upon what the institutions already have in place, adding if the Board were not to pursue this line item it would be prudent for the institutions to work closely with the state as they acquire a new state ERP system. Dr. Clark states her agreement, adding that as the Board looks at centralizing back office functions this would be a consideration as well.

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At this time Board member Westerberg suggested withdrawing the motion and not including the line item in the request. Dr. Clark agreed and then strongly encouraged the institutions to work closely with the state as they procure a new state ERP system. The Board's Executive Director, Mr. Matt Freeman added that based upon previous conversation around task force recommendations, of which this one is, this could be incorporated into the work plan and prioritized by the Board within that discussion.

Board member Westerberg then requested unanimous consent to withdraw the motion.

There were no additional questions or comments from the Board.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)**

1. University of Utah School of Medicine – Annual Report

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, reminding Board members as part of the Board's contract with the University of Utah School of Medicine (UUSOM), the Board receives an annual report providing program information to include an overview of the four-year curriculum and clerkships. Board member Hill then invited the Board's Chief Financial Officer, Mr. Chet Herbst, to present the UUSOM Annual Report to the Board.

Mr. Herbst shared with Board members that during the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement increasing the number of available positions to ten (10) students per year with the state providing \$40,000 in funding per student with an equal contribution from each students. Mr. Herbst continues the program has been a good investment for the state with the same number of physicians returning to Idaho has have gone through the program.

There were no questions or comments from the Board.

2. Experimental Program to Stimulate Competitive Research (EPSCoR) – Annual Report

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, reminding Board members of the requirement for the Established Program to Stimulate Competitive Research (EPSCoR) to provide an annual update to the Board. He then invited EPSCoR Committee Chairman, Mr. Laird Noh to present the EPSCoR Annual Report to Board members. Accompanying Mr. Noh were Dr. Janet Nelson, Interim Project Director and Mr. Rick Schumaker, Assistant Projector Director.

Mr. Laird reports to the Board EPSCoR's previous Director, Dr. Peter Goodwin, was recently named President of the University of Maryland Center for Environmental Science and that Dr. Janet Nelson has temporarily taken on the role of Interim Project Director

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and that Provost and Executive Vice President of the University of Idaho, Mr. John Wiencek, will assume Dr. Nelson's role as an EPSCoR committee member in an interim capacity.

At this time, Dr. Janet Nelson presented EPSCoR's Annual Report to Board members, sharing 0.29% of the National Science Foundation (NSF) total research funding was awarded to Idaho in FY14-16 up from 0.26% six years ago and that total NSF funding to Idaho for FY16 was \$23,000,000 up 56% from 2008. Dr. Nelson then shared with Board members proposed legislation at the national level that would redistribute state's eligibility for EPSCoR funding. Dr. Nelson finished the annual report with an update on the active NSF EPSCoR Projects.

At this time, Board member Critchfield asked how the proposed federal legislation would impact the state of Idaho to which Dr. Nelson responded if the appropriations dropped it could affect the entire program, however, the current proposed bill would not impact Idaho directly.

Board member Hill then recognized Dr. Nelson's willingness to move into the interim position and thanked her for her work submitting EPSCoR's proposals.

There were no additional questions or comments from the Board.

3. Boise State University – New, Master of Science in Genetic Counseling and Online Fee

**BOARD ACTION**

**M/S (Hill/Westerberg): To approve the request by Boise State University to create a new online program that will award a Master of Science in Genetic Counseling in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.**

**AND**

**M/S (Hill/Westerberg): To approve the request by Boise State University to designate an online program fee for the Master of Science in Genetic Counseling in the amount of \$982 per credit in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.**

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item stating the request before the Board today is for a new program to award a Master of Science in Genetic Counseling. Dr. Hill continues the program will be offered wholly online and will operate under the fee guidelines in Board Policy as they pertain to wholly online programs. Board member Hill then requested Boise State University (BSU)

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Provost and Vice President for Academic Affairs, Dr. Martin Schimpf, present BSU's proposal to Board members as well as answer any questions from the Board.

Dr. Schimpf explains to Board members the role of a genetic counselor is to help individuals understand and adapt to the implications of the genetic contributions to disease and that in order to practice as a certified genetic counselor a master's degree from an accredited program is required. He continues that nationally the demand has increased 85% since 2006 and in the Treasure Valley the number of job openings has doubled since 2012 and often go unfilled for long periods of time due to the lack of programs offered in the region. Dr. Schimpf states the proposed program has been developed in response to the large demand for genetic counselors and would be available to all Idaho residents. He continues the program is currently seeking to obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC) in time to allow students to enroll for the fall 2019 semester. It is anticipated the program would admit a cohort of 15-17 students annually with a cost of \$55,000 to complete. Dr. Schimpf shares the program cost is significantly lower than other programs available to Idaho residents adding the lowest cost alternative to BSU's proposed program is on campus in Salt Lake City, Utah.

Board member Soltman then asked for clarification on how the program cost was determined to which Dr. Schimpf responded BSU tries to find programs the marketplace will support however, will often need to rely on out of state tuition to support some programs adding, the cost per credit for this program is higher if you attend as non-resident and the program will be monitored on an annual basis and adjusted as appropriate.

At this time Board member Critchfield asked if there was any involvement by industry stakeholders when initially developing the program to which Dr. Schimpf responded in the affirmative sharing the Dean for the College of Health Sciences meets regularly with an advisory board that includes Executive Officers from local hospitals who have identified the lack of genetic counselors as an area of high need.

Board member Westerberg then asked for additional information on the pricing structure for the program, noting his concern for the difference in pricing for in-state students versus out-of-state students for online programs. Finally, Mr. Westerberg congratulated BSU on moving aggressively to provide online programs, such as this, in response to current demands. Dr. Schimpf responded a breakdown of the program financials is included in the Board materials and that as the program grows and scales it is expected the cost will go down. In response to Board member Westerberg's concern over pricing for resident versus non-resident students, Dr. Schimpf shares all on-line degree programs are priced equally, however, for resident students because students are not on campus, additional fees for the use of on-campus facilities are not assessed. At this time Board member Hill shares with Board members these same issues were discussed in both the Instruction, Research and Student Affairs Committee and Business Affairs and Human Resources Committee as well as the need for guidance to institutions around online programs and formulating fees. Dr. Hill then reminds Board members there is a very real distinction between undergraduate online programs and graduate online programs, adding



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extremely highly specialized programs, such as the one before the Board today, require specialized faculty and are expensive and institutions must be able to recover their costs.

At this time Board member Atchley referenced the Budget Notes provided in the support materials, noting specifically that almost 30% of the programs costs go to services outside of the program. Dr. Schimpf confirms this is correct and necessary due to the high costs for the university to utilize external marketing firms to promote their online programs, stating 40% - 50% of the cost of the program was going towards this purpose. Dr. Schimpf shares BSU has successfully lowered the costs involved with promoting online programs by housing this function internally and is constantly reviewing the administrative overhead related to online programs to determine the true costs of the online programs offered.

Board member Atchley then reminds Board members that historically graduate programs presented to the Board have tended to exaggerate the demand and projected student population and asks at what point a program is considered to not be viable. Dr. Schimpf responds online programs are not supported by state appropriation funds and the ongoing costs of online programs must be supported by tuition revenue. He continues the programs are reviewed annually to determine viability. Dr. Hill then asked if the cost for a program could go down to which Dr. Schimpf responded if a program were to scale the cost could go down.

There were no additional questions or comments from the Board.

At this time Board member Westerberg excused himself from the meeting to attend a personal matter. Mr. Westerberg was absent for the remainder of the meeting.

4. Board Policy III.P. Students – First Reading

**BOARD ACTION**

**M/S (Hill/Atchley): To approve the first reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Material as submitted in Attachment 1.** The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill, introduced the item stating the request before the Board today is for approval of a proposed amendment to Board Policy requiring four year institutions to provide informational material regarding vaccine's to students at the time of admissions. Dr. Hill continues approval today would eliminate the need for legislative changes requiring the institutions provide the material. Board member Hill then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposed changes to the Board as well as answer any questions from Board members.

There were not questions or comments from the Board.

5. Board Policy III.N. General Education – Second Reading

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**BOARD ACTION**

**M/S (Hill/Critchfield):** To approve the second reading of the proposed amendments to Board Policy III.N. General Education as presented in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill, introduced the item stating the request before the Board today is for approval of a proposed amendment to Board Policy to provide guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present to the Board the proposed changes as well as answer any questions.

Dr. Brumfield shares with the Board two changes added to the proposed amendment after the first reading. The first change was to insure institutionally designated courses that are part of the general education curriculum transfer as an institutionally designated course across institutions. The second change designates a reporting structure for the state General Education Committee to report to the Council on Academic Affairs and Programs.

There were no questions or comments from the Board.

6. Complete College Idaho Plan – Guided Pathways – Update

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, stating the material presented today was an update to the Board on the Complete College Idaho Guided Pathways Plan. Board member Hill then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present his update to the Board.

Dr. Brumfield begins his report by reminding Board members the purpose behind sharing the information today is to provide the Board with an overview of Guided Pathways, he also notes Guided Pathways are a Complete College America (CCA) Game Changer. Dr. Brumfield continues that nationally 1 in 3 first-time, full-time freshmen students graduate with a bachelor's degree in four years and for Idaho that number drops to less than 1 in 5 students. For students attending a two year state community college 25% of full-time students graduate in three years and 10% in two years. In Idaho, less than 8% of full-time associate degree candidates graduated in two years from a state community college. He continues there are many factors attributed to this, however, the largest factor seems to be students taking more credits than what is required primarily due to poor decisions by students when selecting courses and poor academic behaviors.

Dr. Brumfield continues guided pathways can provide a clear roadmap for students to complete their academic programs 'on time' when leveraged by timely academic and student support and include a meta-major concept allowing students to explore a field of

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majors while continuing to make degree progress. Dr. Brumfield then shared examples of how Idaho's colleges and universities have leveraged guided pathways at their institutions and how guided pathways can impact a student's quality of life.

Board member Hill then asked how the recommendation from the Governor's Higher Education Task Force for P-20 Guided Pathways relates to the material presented today. To this Dr. Brumfield responded with the difficulty in knowing simply because there are few examples of P-20 Guided Pathways to refer to.

Board member Atchley then asked if guided pathways could contribute to individuals being forced in to an area of study they do not wish to take, adding the importance of not discouraging more exploratory course work that could open students up to other options and the Board must weigh the ability of students to make choices. To this Dr. Brumfield responded the purpose behind guided pathways is not to force students in to a field outside of their interests but to insure flexibility between intended fields. To this Board member Atchley responded students must know and understand the financial implications of their choices while also having the freedom to make choices for themselves. Board member Clark adds her belief that meta-majors and guided pathways provide a broader perspective of options available within an area of interest.

There were no additional questions or comments from the Board.

**OTHER BUSINESS**

There being no further business, a motion to adjourn was entertained.

**BOARD ACTION**

**M/S (Critchfield/Hill): To adjourn the meeting at 11:24 am (MDT).** The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.



Trustees of Boise State University  
Trustees of Idaho State University  
Trustees of Lewis-Clark State College  
Board of Regents of the University of Idaho  
State Board for Career Technical Education

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**STATE BOARD OF EDUCATION  
November 15, 2017  
Office of the State Board of Education  
Len B. Jordan Building, 3<sup>rd</sup> Floor  
Boise, Idaho**

A special meeting of the State Board of Education was held November 15, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Linda Clark presided and called the meeting to order at 11:00 am Mountain Time.

A roll call of members was taken.

**Present:**

Dr. Linda Clark, President  
Debbie Critchfield, Vice President  
Dr. David Hill, Secretary

Andrew Scoggin  
Don Soltman  
Richard Westerberg

**Absent**

Emma Atchley  
Sherri Ybarra, State Superintendent

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the Idaho Division of Vocational Rehabilitation Field Service Policy Manual as submitted in Tab 14, Attachment 2. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.**

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**AND**

**M/S (Critchfield/Soltman):** To approve pending rules Dockets as submitted in PPGA Tab 01 through 16. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**BOARD ACTION**

1. Pending Rule Docket No. 08-0111-1701 – Registration of Postsecondary Education Institutions and Proprietary Schools

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve Pending Rule Docket No. 08-0111-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

2. Pending Rule Docket No. 08-0113-1701 – Rules Governing the Opportunity Scholarship Program

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve Pending Rule Docket No. 08-0113-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

3. Pending Rule Docket No. 08-0202-1703 – Rules Governing Uniformity – Accreditation

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve Pending Rule Docket No. 08-0202-1703 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

4. Pending Rule Docket No. 08-0202-1705 – Rules Governing Uniformity - Educator Credential and Evaluations

**BOARD ACTION**

**M/S (Critchfield/Soltman):** To approve Pending Rule Docket No. 08-0202-1705 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

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5. Pending Rule Docket No. 08-0202-1707 - Rules Governing Uniformity - Transportation – Program Options

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1707 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

6. Career Technical Education - Pending Rule Docket No. 08-0202-1708, Educator Credential – Occupational Specialist

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1708 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

7. Pending Rule Docket No. 08-0203-1707 – Rules Governing Thoroughness, Definition – Diploma

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1707 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

8. Pending Rule Docket No. 08-0203-1709 - College and Career Readiness Definition and Competencies

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1709 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

9. Career Technical Education - Pending Rule Docket No. 08-0203-1710, Incorporated by Reference – Career Technical Education Secondary Program Content Standards

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1710 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

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10. Pending Rule Docket No. 08-0203-1712 – Rules Governing Thoroughness, Data Collection – Grade Point Average

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1712 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

11. Pending Rule Docket No. 08-0204-1701 – Rules Governing Public Charter Schools and Pending Rule Docket No. 08-0301-1701 – Rules Governing the Public Charter School Commission

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0204-1701 as submitted in Attachment 1 and Docket No. 08-0301-1701 as submitted in Attachment 2.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

12. Idaho Digital Learning Academy - Proposed Rule Docket No. 08-0401-1701 - Rules of the Idaho Digital Learning Academy

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0401-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

13. University of Idaho - Pending Rule Docket No. 08-0501-1701 - Rules Governing Seed and Plant Certification

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0501-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

14. Pending Rule Docket No. 47-0101-1701 – Division of Vocational Rehabilitation – Field Service Policy Manual

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the Division of Vocational Rehabilitation Field Service Policy Manual as submitted in Attachment 2.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

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**AND**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 47-0101-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

15. Division of Career Technical Education – Pending Rule Docket No. 55-0103-1701 – Rules of Career Technical Schools

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 55-0103-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

16. Division of Career Technical Education – Pending Rule Docket No. 55-0104-1701 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 55-0104-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

Prior to introducing the motions, Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield explained to Board members the items before the Board today were the second reading of rules proposed during previous Board meetings. She then suggested combining all of the items in to two motions, one for approval of the Division of Vocational Rehabilitation Field Service Policy Manual and one for the pending rules. Board President Clark then asked if there were any objections, to which there were none.

Board member Critchfield then requested the Board's Chief Planning & Policy Officer, Ms. Tracie Bent explain in further detail changes to Pending Rule Docket No. 08-0202-1705 and Pending Rule Docket No. 47-0101-1701 from the time of the first reading to the second reading. Ms. Bent states changes to Pending Rule Docket No. 08-0202-1705 – Rules Governing Uniformity – Educator Credential and Evaluations were the result of a meeting with Idaho State Department of Education (ISDE) staff where additional terms for clarification were identified, specifically Subsection 121.04 Evaluation Policy – Content, which restored the removal of subsection f. Communication of results as well as the addition subsection 060.01 State Board of Education Requirements for Professional Growth, romanette iv. specifying the required credits earned for renewal purposes must be earned during the validity period of the certificate being renewed.



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Ms. Bent continues by sharing with Board members the change to Pending Rule Docket No. 47-0101-1701 – Division of Vocational Rehabilitation – Field Service Policy Manual updated the date to November 15, 2017.

Board member Clark then reminded Board members the Pending Rules being voted on today were approved by the Board after their first reading.

There were not additional questions or comments from the Board.

**STATE DEPARTMENT OF EDUCATION (SDE)**

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the Standards for School Bus Operations as submitted in Tab 2, Attachment 2.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Critchfield/Soltman): To approve pending rules Dockets as submitted in SDE Tab 01 through 05.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**BOARD ACTION**

1. Professional Standards Commission – Pending Rule Docket No. 08-0202-1701 – Rules Governing Uniformity

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1701 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

2. Pending Rule Docket No. 08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**AND**

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**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1702 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

3. Pending Rule Docket No. 08-0203-1703 – Rules Governing Thoroughness – Incorporation by Reference

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1703 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

4. Pending Rule Docket No. 08-0203-1704 – Rules Governing Thoroughness – Incorporated by Reference

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1704 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

5. Pending Rule Docket No. 08-0203-1705 – Rules Governing Thoroughness – Incorporated by Reference – Idaho Content Standards

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1705 as submitted in Attachment 1.** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

Prior to introducing the motions Board President Clark requested that in the absence of State Superintendent Ybarra the Idaho State Department of Education Chief Deputy Superintendent Mr. Pete Koehler explain any changes to the Pending Rules.

Mr. Koehler explains the Idaho State Department of Education (ISDE) has brought forward five (5) rules, two (2) of which minor changes have been made from the time of the first reading to now. Board member Clark then requested the changes be shared with the Board.

At this time, the ISDE Director for Certification and Professional Standards, Ms. Lisa Colon Durham responded the change to Professional Standards Commission – Pending Rule Docket No. 08-0202-1701 – Rules Governing Uniformity was in response to feedback from practitioners and included the addition of language clarifying Occupational Therapist and Physical Therapist Pupil Personnel Services Certificates are optional as determined by the local educational agency (LEA).

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Mr. Koehler continues the second set of changes were in relation to Pending Rule Docket No. 08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations. He then invited the ISDE Director of Student Transportation, Mr. Derek Newland to summarize the changes for Board members.

Mr. Newland shares the changes include a change to the Student Transportation Personnel File requirement for an “original physical examination form” to “Medical Examiner’s Certificate” and to the Administrative and Program Operations Costs, specifically the reimbursement of field trip mileage and use of non-SDE IBUS inventoried vehicles. Dr. Clark then asked if school districts are allowed to use non-SDE IBUS vehicles even if the vehicle does not meet the transportation program safety inspections to which Mr. Koehler responded children should not be transported in vehicles that do not meet safety standards, however, the ISDE cannot tell a local education agency they cannot have the vehicle, but the ISDE can withhold reimbursement if these vehicles are used.

Mr. Newland then clarified for Board members shuttle services for educational programs are reimbursable, however, shuttle services for extracurricular activities are not. Dr. Clark then asked if field trips are now reimbursable to which Mr. Koehler responded the changes approved today would allow the state to reimburse LEA’s for field trips. Board member Clark responded with her approval of this change, stating field trips are instrumental to a student’s learning.

Board member Scoggin then asked if reimbursement for field trips would depend on who is sponsoring the trip to which Mr. Koehler responded if a field trip were tied to an educational standard or class it would be eligible for reimbursement. Dr. Clark then asked if shuttles to and from school sponsored activities were included to which Mr. Koehler responded in the affirmative, adding shuttles provided during the school day allowing students access to different programs would also be eligible for reimbursement.

Board President Clark then asked if there were any objections to approving the items under one motion, to which there were none.

There were not additional questions or comments from the Board.

**OTHER BUSINESS**

There being no further business, a motion to adjourn was entertained.

**M/S (Hill/Scoggin): To adjourn the meeting at 11:21 am (MDT).** The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

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Trustees of Boise State University  
Trustees of Idaho State University  
Trustees of Lewis-Clark State College  
Board of Regents of the University of Idaho  
State Board for Career Technical Education

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**STATE BOARD OF EDUCATION  
December 5, 2017  
Office of the State Board of Education  
Len B. Jordan Building, 3<sup>rd</sup> Floor  
Boise, Idaho**

A special meeting of the State Board of Education was held December 5, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Linda Clark presided and called the meeting to order at 11:00 am Mountain Time.

A roll call of members was taken.

**Present:**

Dr. Linda Clark, President  
Debbie Critchfield, Vice President  
Dr. David Hill, Secretary  
Emma Atchley

Andrew Scoggin  
Don Soltman  
Richard Westerberg

**Absent**

Sherri Ybarra, State Superintendent

**BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)**

1. Graduate Medical Education (GME) 10-year Plan and FY2019 Line Items

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the ten-year strategic plan for Graduate Medical Education in Idaho, as provided in Attachment 1.** The motion carried 7-0. Superintendent Ybarra was absent from voting.

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**AND**

**M/S (Westerberg/Atchley): To approve the updated FY2019 Line Item requests corresponding to the ten-year Graduate Medical Education plan, as provided in Attachment 2.** The motion carried 7-0. Superintendent Ybarra was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. He then asked the Board's Chief Financial Officer, Mr. Chet Herbst, to provide an overview of the Graduate Medical Education (GME) plan and proposed changes to the line item request.

Mr. Herbst shared with members of the Board the proposed 10-year Graduate Medical Education (GME) plan will help to address Idaho's critical healthcare needs and that failure to take timely and concrete action would have a negative impact on the overall growth and viability of the Gem State. He continues the location of where an individual conducts their post medical school training is the primary factor when determining where one establishes their medical practice and that Idaho ranks 49<sup>th</sup> in the nation for the number of physicians per 100,000 residents and that more than 27% of the current physician population in Idaho is aged 65 or older and nearing or eligible for retirement.

Mr. Herbst continues the 10-year GME plan would benefit communities throughout the state, primarily in rural areas and would increase the number of residency programs in Idaho from nine to 21, the number of Residents and Fellows training in Idaho from 141 to 356 and the number of graduates from the pipeline each year from 52 to 124. Mr. Herbst continues the line item request for FY2019 totaled \$5.239 million to be followed by smaller increases in successive years averaging \$1.63 million per year. He shares each of the 2,000 residents/fellows produced by the plan would generate an estimated 10 additional jobs, \$1.3 million in economic impact and \$50,000 in additional state and local taxes. Finally, the total economic impact for the state would be a minimum of \$1.3 billion.

At this time Board member Critchfield asked how decisions of where to expand the program were made to which Mr. Herbst responded participating units in the state were polled on their ability to proceed with the plan and from these responses a feasible, statewide plan was developed.

Mr. Herbst then shared with Board members a summary of the line item requests stating that based upon earlier drafts of the 10-year plan, the Board submitted FY2019 line item requests for Health Education Programs which included \$5.239 million in new funding to support various components of the plan. He continues that since submission of the first GME-related line item requests, a number of the components of the plan have been adjusted to reflect the latest timelines of participating organizations and fine-tuning to individual budget needs for FY2019. Additionally, two components of the overall plan, support of a standing GME Council and incorporation of the Internal Medical Residency element, have been included since the line items based on the earliest drafts of the plan were submitted.

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Finally, Mr. Herbst states this is a critically needed program and one with wide support from Idaho's medical community, the Governor's Office, and the Department of Health and Welfare.

There were no additional questions or comments from the Board.

2. Idaho State University – Idaho College of Osteopathic Medicine (ICOM) Ground Lease

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the request by Idaho State University to execute the amendment to the Ground Lease with the Idaho College of Osteopathic Medicine as presented in Attachment 1.** The motion carried 7-0. Superintendent Ybarra was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item reminding Board members Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) entered into a Ground Lease on September 15, 2016 which included terms regarding mortgage financing and that ICOM will finance its operations, in part, with publicly-sold securities involving several lenders. He continues the current mortgage financing language contained in the Ground Lease is not adequate for the sale of public securities and, as a result, an amendment is necessary to ensure that financing can be secured. He then invited General Counsel for Idaho State University, Ms. Joanne Hirase-Stacey to provide an overview of the changes to Board members.

Ms. Hirase-Stacey shares with Board members that funding for the Idaho College of Osteopathic Medicine is a combination of private and public sources. She continues Rice University and the Burrell Foundation have provided private funds totaling approximately \$50 million and that ICOM is ready to market their bonds to secure the remainder of their financing, however, amendments to the ground lease are necessary in order for ICOM to go out to market.

She continues the first amendment to the Ground Lease is to Section 18 – Destruction of Leased Premises or Lessee Building. Currently this section states that if there is a casualty to the building and ICOM decides not to continue the lease, then ISU could request the building be demolished and the ground returned to the original condition. The proposed amendment would provide for the mortgage finance documents to take precedence over the ground lease however, Board staff has expressed concern this would leave ISU without recourse and responsible for the building demolition and clean-up and restoration. Ms. Hirase-Stacey then states that Section 32 – Disposition of Lessee Building Upon Lease Termination requires ISU to put in writing that ICOM be responsible for demolition of the building and returning the ground to its previous condition with 180 days using non-insurance money and that it is her opinion this protects ISU from the concerns put forth by Board staff.

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The second amendment to the Ground Lease is to Section 19 – Eminent Domain. Ms. Hirase-Stacey shares changes to this section include minor changes to the language from lessee building to lessee property. She states ICOM will be including financing for certain pieces of equipment within the lease and the definition change will encompass the building and equipment financed through public bonds.

The final changes to the Ground Lease are to Section 30 – Mortgage Financing. Ms. Hirase-Stacey states the original ground lease was written in anticipation of a single lender, however, the project will now have several lenders, requiring a change to the current language to accommodate this fact. She continues the language is common to agreements of this type and that the Department of Public Works (DPW) has reviewed the language and found no concerns with the changes to this section as well as sections 18 and 19. Additionally, ISU has requested inclusion of language that if the project were to go in to foreclosure, the subsequent purchaser would be required to pay all of the base land costs that were unpaid by ICOM. Additionally, ISU would have the opportunity to hire a temporary operator for the building and any expenses incurred by ISU would be paid by the subsequent purchaser.

At this time Board member Clark asked how ICOM was able to begin construction of the building prior to going out for bonding to which Ms. Hirase-Stacey responded through the private funds made available by Rice University and the Burrell Foundation.

Board member Clark then shared her concerns with the lack of available parking on the site and asked if any arrangements have been made through the ground lease agreement to address this. Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force, acknowledged parking would become an issue should ICOM be at full occupancy and that currently ICOM is sharing parking with the site's other occupant, the West Ada School District. He continues ICOM has also been granted access to an additional parking lot adjacent to the property adding the parking needs for both ISU and ICOM are currently being met without adversely affecting the West Ada School District. He then states both ICOM and ISU are actively exploring a long term solution to the parking issues that will ultimately come about once ICOM and ISU are operating at full capacity.

There were not additional questions or comments from the Board.

**OTHER BUSINESS**

There being no further business, a motion to adjourn was entertained.

**M/S (Scoggin/Critchfield): To adjourn the meeting at 11:27 am (MDT).** The motion carried 7-0. Superintendent Ybarra was absent from voting.

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**SUBJECT**

2019-2024 (FY20-24) K-20 Education Strategic Plan

**REFERENCE**

February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan
February 2017	Board approved the FY18-FY22 K-20 Education Strategic Plan
June 2017	Board approved institution and agency FY18-FY22 Strategic Plans and tasked the Planning, Policy and Governmental Affairs Committee with evaluating and bringing back recommendations on the Board's required postsecondary system-wide performance measures
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Section 67-1903, Idaho Code.

**BACKGROUND/ DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct



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governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The strategic plan is broken out by high level goals that encompass the education system and more targeted objectives that are focused on progress toward these goals. Performance toward the objectives is then measured by the performance measures identified in the plan and benchmarks and performance targets set by the Board. Unlike a specific institution or agency's strategic plan, movement toward the Board's goals depends on activities not only of the Board, but also actions of the institutions and agencies that make up Idaho's public education system (K-20).

In addition to the Board's K-20 Education strategic plan, the Board has a number of area specific strategic plans and the Complete College Idaho plan. The Complete College Idaho plan is made up of statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the educational attainment performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). Like the institution, agency, and special and health program strategic plans the Board's Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan are all required to be in alignment with the Board's overall K-20 Education Strategic Plan.

**IMPACT**

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

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The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

**ATTACHMENTS**

Attachment 1 – FY2019–2023 State Board Education Strategic Plan	Page 5
Attachment 2 – Strategic Planning Requirements	Page 18
Attachment 3 – System-wide Performance Measures	Page 20
Attachment 4 – Annual Dual Credit Report	Page 22
Attachment 5 – Annual Opportunity Scholarship Summary Report	Page 36
Attachment 6 – Annual Opportunity Scholarship Comprehensive Report	Page 38
Attachment 7 – Annual Scholarship Report - Other	Page 54

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to the Board’s master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board’s strategic plan to inform their annual updates to their own strategic plans. The institutions and agencies bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. The amendments proposed during the 2016 review cycle focused on updates to the performance measures benchmarks that were reached during the previous year. Amendments for the current cycle incorporate recommendations from the Governor’s Higher Education Task Force pertaining to the restatement of the State’s Educational Attainment performance measure and benchmark (commonly referred to as “the 60% goal”), added focus on measures that will show the impact of implementation of the Complete College America “Game Changers” and additional amendments stemming from the discussion at the August 2017 Regular Board meeting Work Session discussion. The strategic plan includes the restatement of the 60% educational attainment goal as a new Goal 1. The Planning, Policy and Governmental Affairs Committee asked the Institutional Research Directors to take a first stab at recommending interim measures of progress. The group met on December 8<sup>th</sup> to start the work, an update will be provided at the Board meeting on progress and timelines for establishing these performance targets.

In addition to the strategic plan amendments, the Board will also be provided with the annual report on the statewide scholarship and dual credit participating report. This is the fourth year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The annual scholarship report is designed to focus on the effectiveness of the state

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scholarships managed through the Board office. The Board is required to report on the scholarships effectiveness each year to the legislature.

Finally, the Board will also have the opportunity to discuss the postsecondary system-wide performance measures. At the June 2017 Board meeting the Planning, Policy, and Governmental Affairs Committee was requested to review the postsecondary system-wide performance measures. The current system-wide performance measures have been in place in substantially the same for since set by the Board in 2011. The new proposed postsecondary system-wide performance measure focus on measures that will be impacted by the implantation of the Complete College America "Game Changers."

Amendments to plan may be made during the work session, should the Board have no additional amendments following the work session, the strategic plan may be approved at this meeting.

**BOARD ACTION**

I move to approve the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 20, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	MASTERY BASED EDUCATION UPDATE	Information Item
3	ANNEXATION/EXCISION REQUEST – COEUR D’ALENE SCHOOL DISTRICT (#271)/LAKELAND SCHOOL DISTRICT (#272)	Motion to Approve
4	ANNEXATION/EXCISION REQUEST – COEUR D’ALENE SCHOOL DISTRICT (#271)/POST FALLS SCHOOL DISTRICT (#273)	Motion to Approve
5	ANNEXATION/EXCISION REQUEST – SUGAR SALEM SCHOOL DISTRICT (#322)/FREEMONT SCHOOL DISTRICT (#215)	Motion to Approve
6	PROFESSIONAL STANDARDS COMMISSION - ANNUAL REPORT	Motion to Approve
7	PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- State Technical Assistance Team (STAT) Phase I Schools pilot
- School Improvement
- IRI pilot update; student level score comparison
- Microsoft/Adobe certifications update
- Alternative Authorizations
- Report Card update
- 2018 Legislative update

**ATTACHMENTS**

Attachment 1 – STAT Phase I Project Information	Page 3
Attachment 2 – School Improvement	Page 4
Attachment 3 – Slide Deck	Page 6

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Mastery Based Education Update

**REFERENCE**

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 11, 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based education pilot program.
August 2017	Board received an update from the Department of Education on the mastery-based education pilot program.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1632, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03.105

**BACKGROUND/DISCUSSION**

Idaho currently has 19 incubators, consisting of 32 schools participating in the mastery-based education program. The schools used the 2016-2017 school year to design, plan, and collaborate in order to chart the course for Idaho's shift to student progression based on demonstrated mastery, not seat time. As the program has progressed through early stages of planning and design, the Department of Education has heard from several schools who would like to participate. Currently, 33-1632, Idaho Code has capped the mastery-based education program at 20 incubators, and must be amended in order to scale the approach.

The State Department of Education has analyzed use of funds so far among existing participating schools and districts, as well as preliminary outcomes.

**IMPACT**

The public schools support program currently contains a line item for mastery-based education funded at \$1.4 million for the 2017-2018 year. These funds are used for professional development, statewide awareness campaign, coaching, purchased services, travel, supplies/materials, and stipends. The Department of Education is asking for an additional \$1.4 million in its 2018-2019 budget to



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scale the program. These funds will be used for additional Idaho Mastery Education Network districts and schools.

**ATTACHMENTS**

Attachment 1 –Presentation

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

In 2014, the Board facilitated the work of five (5) subcommittee's working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding, however, most barriers were largely perceived rather than actual obstructions. The full recommendations may be viewed on the Board's website.

Section 33-1632, Idaho Code requires the Department:

- (a) Conduct a statewide awareness campaign to promote understanding and interest in mastery-based education for teachers, administrators, parents, students, business leaders and policymakers;
- (b) Establish a committee of educators to identify roadblocks and possible solutions in implementing mastery-based education and develop recommendations for the incubator process; and
- (c) Facilitate the planning and development of an incubator process and assessments of local education agencies to identify the initial cohort of up to twenty (20) local education agencies to serve as incubators in fiscal year 2017.

As identified in the original subcommittee of the Governors Task Force for Improving Education, state law and administrative code allow for school districts and charter schools to implement a master-based education system. The purpose of the incubators was intended to be used to identify barriers, real and perceived, that were keeping school districts from implementing master based systems. While the incubators have not resulted in systemic changes they have been useful to school districts in identifying local barriers such as student management systems and professional development needs.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Annexation/Excision Request – Coeur d’Alene School District (#271)/Lakeland School District (#272)

**REFERENCE**

June 2012	Board accepted the findings and conclusions of the hearing officer and approved the excision and annexation of property from the Lakeland School District to the Coeur d’Alene School District.
February 2015	Board accepted the findings and conclusions issued by the hearing officer and approved the excision and annexation of property from the Lakeland School District to the Coeur d’Alene School District.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-308, Idaho Code;  
Idaho Administrative Code, IDAPA 08.02.01.050

**BACKGROUND/DISCUSSION**

Perfecta Valuation Services LLC/Nathaniel and Lindsey Grossglauser submitted a petition to the Coeur d’Alene and Lakeland School Districts requesting an excision of their Hayden development Giovanni Estates and personal residence located at 9055 N Atlas Road, Hayden, from Lakeland School District 272, to be annexed to Coeur d’Alene School District 271. The petitioners are the only electors living in the proposed area. According to the petition, the petitioners have two children, ages 5 and 1. The Coeur d’Alene School District Board of Trustees considered the petition at its June 5, 2017 meeting and voted to recommend approval of the request for annexation by vote of 4 – 1. The Lakeland School District Board of Trustees considered the petition at its June 12, 2017, meeting and voted unanimously against the proposed excision.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Edwin Litteneker, Attorney at Law, was appointed as hearing officer for this petition. As the Coeur d’Alene School District had corrected its boundary through an action of the Board in June 2017, Department staff provided the corrected boundary information to the hearing officer along with the petition. A hearing on the matter was held on September 13, 2017, at Atlas Elementary School in Coeur

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d'Alene. Four (4) people attended the hearing, including the superintendents of both school districts. On October 6, 2017, the State Department of Education received Mr. Litteneker's Findings of Fact, Conclusions of Law and Recommendations, dated October 4, 2017.

The findings of fact by the hearing officer include the following:

- The petitioner's residence is the only existing residence in the proposed annexation area. The petition states that all of the properties to the north, west and east of this property is within the Coeur d'Alene School District. The remaining adjoining property is in the Lakeland School District.
- Atlas Elementary School, Coeur d'Alene School District, is about 700 feet away from the proposed development.
- Lakeland School District acknowledges the rapid development of this area and believes it can serve the anticipated residents in this area in its schools.
- Interim Superintendent of the Coeur d'Alene School District, Stan Olson, indicated that in spite of the Coeur d'Alene School Board's yes vote, it is appropriate to engage in a collaborative process to reasonably, fairly, and consistently adjust the boundaries between not only the Coeur d'Alene and Lakeland School Districts, but and also the Post Falls District.
- Lakeland staff indicated that it made substantially more sense to engage in a cooperative discussion about where the districts' common boundaries should be.
- The excision would not leave the Lakeland School District with a bonded indebtedness in excess of the amount specified by law.
- The Petition is in the form required pursuant to Section 33-308, Idaho Code, and signed by the only electors residing in the area. The legal descriptions were in a form provided by Section 33-308, Idaho Code.

Conclusions of the hearing officer include the following:

- There is considerable concern that continued piecemeal exchange in the respective boundaries of the Lakeland and Coeur d'Alene School Districts is not in anyone's best interest.
- The petitioner is interested in annexation to Coeur d'Alene based upon the proximity of the neighborhood to Atlas Elementary within the Coeur d'Alene School District. However, there is not a significant number of students attending school in Lakeland and residing in Giovanni Estates.
- The Lakeland School District is prepared to construct a school within its boundaries adjacent to the Coeur d'Alene School District, which can reasonably and timely service this neighborhood as it develops.

The hearing officer determined that the record does not support a conclusion that the excision of the described property from Lakeland School District 272 and annexation to Coeur d'Alene School District 271 would be appropriate. Therefore, it is the hearing officer's recommendation that the petition for excision and annexation be denied.

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The Clerk of the Board for the Coeur d'Alene School District has indicated that the Superintendents of the Coeur d'Alene, Lakeland, and Post Falls School Districts are currently discussing how to adjust district boundaries to benefit students as the county's population grows.

**IMPACT**

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Lakeland School District to the Coeur d'Alene School District will be denied. Should the recommendation of the hearing officer be rejected, the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

**ATTACHMENTS**

Attachment 1 – Findings of fact, Conclusions of Law and Recommendation	Page 5
Attachment 2 – Coeur d'Alene recommendation and petition materials	Page 17
Attachment 3 – Lakeland recommendation and petition materials	Page 29

**STAFF COMMENTS AND RECOMMENDATIONS**

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and

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- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that the excision and annexation is in the best interest of the children residing in the area described in the petition. According to the hearing officer findings, only one of the two required conditions have been met. Pursuant to Section 33-308(4), Idaho Code "If either condition is not met, the State Board shall disapprove the proposal."

**BOARD ACTION**

I move to accept the recommendation of the hearing officer and to deny the petition for excision and annexation of property from Lakeland School District 272 to Coeur d'Alene School District 271.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Annexation/Excision Request – Coeur d’Alene School District (#271)/Post Falls School District (#273)

**REFERENCE**

April 2015

Board accepted the findings and conclusions issued by the hearing officer and approved the excision and annexation of property from the Post Falls School District to the Coeur d’Alene School District.

**APPLICABLE STATUTE, RULE, OR POLICY**

33-308, Idaho Code;  
Idaho Administrative Code, IDAPA 08.02.01.050

**BACKGROUND/DISCUSSION**

Allen Dykes, Chief Operating Officer of Architerra Homes, LLC, submitted a petition to the Coeur d’Alene and Post Falls School Districts requesting an excision of a real estate development known as The Trails from Post Falls School District 273, to be annexed to Coeur d’Alene School District 271. The Coeur d’Alene School District Board of Trustees considered the petition at its June 5, 2017 meeting and voted against recommendation of the petition by a vote of two (2) to three (3). The Post Falls School District Board of Trustees considered the petition at its June 12, 2017 meeting and took no action.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Edwin Litteneker, Attorney at Law, was appointed as hearing officer for this petition. As the Coeur d’Alene School District had corrected its boundary through an action of the Board in June 2017, Department staff provided the corrected boundary information to the hearing officer along with the petition. A hearing on the matter was held on September 13, 2017, at Atlas Elementary School in Coeur d’Alene. Ten (10) people attended the hearing, including petitioner Allen Dykes, Jerry Keane, Superintendent of Post Falls School District, and Stan Olson, Interim Superintendent of Coeur d’Alene School District. On October 6, 2017, the State Department of Education received Mr. Litteneker’s Findings of Fact, Conclusions of Law and Recommendations, dated October 4, 2017.

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The findings of fact by the hearing officer include the following:

- The petition proposes to remove an area intended to be a residential development which is divided between the city of Coeur d'Alene and the City of Post Falls. The area proposed to be included in the Coeur d'Alene School District would include the entirety of The Trails subdivision and subsequent subdivisions planned to be developed over the next twelve (12) years. The developer of the property anticipates an estimated 40 homes constructed per year for twelve (12) years with an estimated sixteen (16) school aged children per year for a total of approximately 192 school aged children.
- Initially, there may only be one (1) school-aged student affected.
- The area proposed for annexation into the Coeur d'Alene School District is within 1000 feet of Atlas Elementary, Coeur d'Alene School District.
- The Post Falls School District acknowledges substantial growth in the area and anticipates building a neighborhood elementary school to service the anticipated student growth.
- The property owners present except for one (1) testified in favor of the petition.
- The Coeur d'Alene School District endorsed a collaborative process to reasonably and consistently adjust the boundary between the Coeur d'Alene and Post Falls School Districts. Post Falls School District agrees it makes sense to engage in a cooperative discussion about where the common boundaries should be.
- The excision would not leave the Post Falls School District with bonded indebtedness in excess of the amount provided by law.
- The petition is in the form required pursuant to Section 33-308, Idaho Code, and is signed by a sufficient number of electors. The legal descriptions were in a form required by Section 33-308, Idaho Code.

Conclusions of the hearing officer include the following:

- There is considerable concern that a continued piecemeal exchange in the respective boundaries between the Post Falls and Coeur d'Alene School Districts is not in anyone's best interests.
- The Post Falls District patrons were interested in the annexation to Coeur d'Alene School District based on proximity of the neighborhood to Atlas Elementary. However, at this time there are not a significant number of students residing in the Trails subdivision and attending the Post Falls School District.
- The Post Falls School District is prepared to construct a school within its boundaries adjacent to the Coeur d'Alene School District which can reasonably and timely serve this neighborhood as it develops.
- While the Coeur d'Alene School District has sufficient capacity and community support to serve the neighborhood, the Coeur d'Alene School District Board of Trustees' opposition to the petition weighs against the idea that the annexation is either in the interests of the students or is a suitable school setting for the potential students to be enrolled.
- It makes substantially more sense to permit the affected school districts to create a collaborative process whereby the respective school districts can resolve their common boundaries.

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The hearing officer determined that the record does not support the conclusion that the excision of the described property from Post Falls School District 273 and annexation to Coeur d'Alene School District 271 would be appropriate. Therefore, it is the hearing officer's recommendation that the petition for excision and annexation be denied.

The Clerk of the Board for the Coeur d'Alene School District has indicated that the Superintendents of the Coeur d'Alene, Lakeland, and Post Falls School Districts are currently discussing how to adjust district boundaries to benefit students as the county's population grows.

**IMPACT**

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Post Falls School District to the Coeur d'Alene School District will be denied. Should the recommendation of the hearing officer be rejected, the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

**ATTACHMENTS**

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendation, and all petition materials	Pages 5
Attachment 2 – Post Falls Recommendation	Page 22
Attachment 3 – Coeur d'Alene School District Recommendation	Page 42

**STAFF COMMENTS AND RECOMMENDATIONS**

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or



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- licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
  - (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
  - (e) A description of reasons for which the petition is being submitted; and
  - (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that excision and annexation is in the best interest of the children residing in the are described in the petition. According to the hearing officer findings, both required conditions have not been bet. Pursuant to Section 33-308(4), Idaho Code if either condition is not met, the Board shall disapprove the proposal.

**BOARD ACTION**

I move to accept the recommendation of the hearing officer and to reject the petition for excision and annexation of property from Post Falls School District 273 to Coeur d'Alene School District 271.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Annexation/Excision Request – Sugar-Salem School District (#322)/Fremont School District (#215)

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-308, Idaho Code;  
Idaho Administrative Code, IDAPA 08.02.01.050

**BACKGROUND/DISCUSSION**

Ms. Tiffany Stanger submitted a petition to the Sugar-Salem and Fremont School Districts on behalf of homeowners residing in the area defined in the petition, requesting an excision of territory from Fremont School District 215 to be annexed to Sugar-Salem School District 322.

The Sugar-Salem School District Board of Trustees considered the petition at its meeting on June 7, 2017, and unanimously endorsed the petition. The Fremont School District Board of Trustees considered the petition at its meeting on June 15, 2017, and recommended denial of the petition. At the time that the petition was submitted to each school board, the petition was deficient; regardless. However, the petitioner corrected the deficiencies.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Mr. Robin Dunn, Attorney at Law, was appointed as hearing officer for this petition. Prior to contracting with Mr. Dunn, the Department confirmed no relation to Mr. Alan Dunn, Superintendent of Sugar-Salem School District 322. A public hearing on the matter was held on October 6, 2017, at the Madison County Courthouse. Those appearing at the hearing were in support of the petition to annex. On October 19, 2017, the State Department of Education received Mr. Dunn's Findings of Fact, Conclusions of Law and Recommendations, dated October 13, 2017.

The findings of fact by the hearing officer include the following:

- The petition was initially deficient, and the petition was supplemented with a legal description and reasoning.
- The superintendents of each district were contacted concerning the opinions of their districts regarding the annexation request. The superintendents reiterated their school districts' opinions in an informal meeting.

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- A public hearing on the matter was held on October 6, 2017. Those appearing at the hearing were in support of the petition.

Conclusions of the hearing officer include the following:

- The petition with amendments substantially complies with the legal requirements contained in IDAPA 08.02.01 and Idaho Code Title 33, Chapter 300, et al.
- The petition, information collected and statements were in conformity with the IDAPA regulations and statute.
- The hearing notice was proper and sent to allow due process to all affected or interested individuals.
- The factors weighing against annexation are as follows: increased tax valuation to land owners in the proposed annexation area; change of revenue to each school District; transfer of elementary students from near-by schooling to more distant schooling; the potential for overcrowding at Sugar-Salem School District #322.
- The factors weighing in favor of the proposed annexation are as follows: most of the upper division students in the area in question are currently attending Sugar-Salem School District #322; Sugar-Salem School District does not object to the proposed annexation; elementary children could petition for “open enrollment” into the Fremont School District #215 to avoid travel distance; a vote of the residents in question would ascertain the true feelings of the majority.

The hearing officer’s recommendation includes the following statements:

- A concern exists as to the ability of the Sugar-Salem School District to accommodate the capacity although there is overall community support for the approval.
- The alteration as proposed would not leave a school district within bonded debt in excess of the limit allowed by law.
- The alteration is in the overall best interest of the students.
- The safety and distance concerns can be accommodated.
- The views presented were generally in favor of the petition.
- The students would have little, if any, adjustments since most are currently attending the school district of their choice under the open enrollment policies of each school district.

Therefore, it is the hearing officer’s recommendation to approve the petition.

**IMPACT**

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Fremont School District to the Sugar Salem School District will be approved, and the petition shall be submitted for a vote by the school district electors residing in the area described in the petition. Should the recommendation of the hearing officer be rejected, the petition for annexation from the Fremont School District to the Sugar Salem School District will be denied.

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**ATTACHMENTS**

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendation with exhibits	Page 5
Attachment 2 – District Recommendations and Original Petition Documents	Page 32

**STAFF COMMENTS AND RECOMMENDATIONS**

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law and the excision and annexation is in the best interest of the children residing in the are described in the petition. According to the hearing officer findings, both required conditions have been bet.

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**BOARD ACTION**

I move to accept the recommendation of the hearing officer and to approve the petition for excision and annexation of property from Fremont School District No. 215 to Sugar-Salem School District 322 based on the findings that the annexation and excision is in the best interest of the children in the area in question and the excision of the property from Fremont School District No. 215 will not leave the district with a bonded debt in excess of the limits prescribed by law.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Professional Standards Commission – Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

**BACKGROUND/DISCUSSION**

**Professional Standards Commission**

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

**IMPACT**

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

**ATTACHMENTS**

Attachment 1 – PSC 2016-2017 Annual Report Presentation  
Attachment 2 – PSC 2016-2017 Annual Report

Page 5  
Page 13

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of requests that were received for Alternative Authorization for Interim Certificates as well as the number of individuals completing Board approved non-traditional preparation programs. Idaho Administrative Code includes three Alternate Routes to Certification; the Alternative Authorization – Content Specialist; Alternative Authorization – Teacher to New; and the Non-Traditional Route to Teacher Certification. Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. The Alternative Authorization – Content Specialist is an expedited route to certification for individuals who are uniquely qualified in a subject area but have not taken a traditional route to teaching. Examples of these include individuals that may have industry experience in a content area like science than then choose to become a science teacher. Prior to 2016, the Alternative Authorization – Teacher to New Certificate included individuals with a teaching certificate, either Elementary or Secondary or other non-instructional certificate. In 2016 when the instructional certificates were combined this alternative route was bifurcated. The Alternative Authorization – Teacher to New is only available to individuals with an existing certificate using the route to obtain an additional certificate. An example would be an individual with a Standard Instructional Certificate using the route to earn an Administrator Certificate or vice versa. Alternative routes for certificated staff seeking additional endorsements are now found in IDAPA 08.02.02.021. Endorsements, and are titled Alternative Authorization to Endorsement. The numbers below aggregate both the Teacher to New Certificate and the Alternative Authorization to Endorsement. Due to the current reporting structure the numbers cannot be disaggregated at this time, anecdotally it has been reported that the majority of these alternative authorizations are certified instructional staff seeking additional endorsements.

There are currently two non-traditional preparation programs approved by the Board, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA).

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**BOARD ACTION**

I move to accept the Professional Standards Commission 2016-2017 Annual Report as submitted in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Professional Standards Commission – Emergency Provisional Certificates

**REFERENCE**

December 2016	Board approved six (6) provisional certificates (Jerome SD – 3, Madison SD – 1, Mountain Home SD – 1, West Jefferson SD – 1)
February 2017	Board approved seventeen (17) provisional certificates (Bear Lake SD – 2, Blaine County SD – 1, Cambridge SD – 2, Challis Joint SD – 2, Council SD – 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage International – 1, St. Maries SD – 1, Twin Falls SD – 1)
April 2017	Board approved three (3) provisional certificates (Challis SD – 1, Preston SD – 1, Jerome SD – 1)
June 2017	Board denied one (1) provisional certificate (West Bonner County SD)
December 2017	Board approved four (4) provisional certificates (Bliss SD - 1, Buhl SD - 1, Kimberly SD – 1 and Nampa SD – 1)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 and 33-1203, Idaho Code

**BACKGROUND/DISCUSSION**

Seventeen (17) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

**Alturas International Academy #495**

**Applicant Name:** Plomer, Laura

**Content & Grade Range:** World Language – Spanish 6-12

**Educational Level:** Foreign degrees (3 and 4 year degrees, pending foreign transcript evaluation)

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**Declared Emergency:** October 19, 2017, Alturas International Academy Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted March 1, 2017. The district received one application, interviewed and offered the position. She will be moving in March for her husband's work and does not want to seek certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Alturas International Academy's request for Laura Plomer without reservation.

**Cassia County Joint School District #151**

**Applicant Name:** Campos, Grace

**Content & Grade Range:** English as a New Language (ENL) K-12

**Educational Level:** AA, Liberal Arts 5/2014

**Declared Emergency:** August 17, 2017, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted summer 2017. The district received six applications. Three were certificated teachers, one was hired by another district and the other two were not a good fit for the position. Ms. Campos was selected based on her 13 years of Migrant/ESL experience and knowledge of the program. She has enrolled in WGU's Bachelor of Arts teacher preparation program.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Grace Campos without reservation.

**Cassia County Joint School District #151**

**Applicant Name:** Koepnick, Kimberly

**Content & Grade Range:** All Subjects K-8

**Educational Level:** AA, Liberal Arts 12/2013

**Declared Emergency:** August 17, 2017, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted for 4 1/2 weeks. The district received five applications. Three took other offers, two interviewed, and first offer declined. Ms. Koepnick was selected based on the fact she is enrolled in GCU's teacher prep program. Her studies are in secondary education and this will not be her student teaching year of her BA program.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Kimberly Koepnick without reservation.

**Cassia County Joint School District #151**

**Applicant Name:** Oakes, Susan

**Content & Grade Range:** All Subjects K-8

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**Educational Level:** 83 credits, enrolled in a teacher prep program

**Declared Emergency:** July 13, 2017, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted during the summer. There were three applicants. One certified applicant was deemed unqualified, the other applicant accepted a position at another district. Ms. Oakes is enrolled in WGU and working towards teacher certification and will do her student teaching August 2018.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Susan Oakes without reservation.

**Gooding School District #231**

**Applicant Name:** Stapp, Frances

**Content & Grade Range:** All Subjects K-8

**Educational Level:** Associate degree (88 credits)

**Declared Emergency:** August 14, 2017, Gooding School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted May 4, 2017, and was still open the week that school began. The district received multiple applications and began interviews but did not feel confident in the abilities of the candidates. Some came with poor recommendations, no certification and/or no prior experience with children. Ms. Stapp has enrolled in WGU's Bachelor of Arts teacher preparation program.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Gooding School District's request for Frances Stapp without reservation.

**Joint School District #002**

**Applicant Name:** Dorris, Kristi

**Content & Grade Range:** World Language – American Sign Language 6-12

**Educational Level:** BA, History 8/2005

**Declared Emergency:** October 10, 2017, Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted June 9, 2017 and was still open the week that school began. Kristi is an adjunct professor at BSU and has agreed to assist the district for one year as they were unable to fill the vacancy with a properly endorsed teacher. The Deaf and Hard of Hearing program is a feeder program for multiple school districts and is vital to the needs of many students in multiple districts.

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**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Joint School District's request for Kristi Dorris without reservation.

**Moscow Charter School #281**

**Applicant Name:** Shinham, Eleanor

**Content & Grade Range:** All Subjects K-8

**Educational Level:** MA, Reading 5/1993

**Declared Emergency:** July 18, 2017, Moscow Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted April 17, 2017. The district received one applicant, Ms. Shinham, who was already an employee of the charter. They do not intend on her teaching theater next year and she does not have a plan that will lead to this endorsement.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Moscow Charter School's request for Eleanor Shinham without reservation.

**Oneida County School District #351**

**Applicant Name:** Cox, Dean

**Content & Grade Range:** World Language – Spanish 6-12

**Educational Level:** MBA, 1997 and BA, Business 1994

**Declared Emergency:** October 17, 2017, Oneida County School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted May 24, 2017. The district received one applicant (Mr. Cox). They do intend on him seeking a program during this year and applying for an Alternative Authorization - Content Specialist for 2018-19.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Oneida County School District's request for Dean Cox without reservation.

**Plummer-Worley Joint School District #044**

**Applicant Name:** Campbell, Jeremy

**Content & Grade Range:** English 6-12

**Educational Level:** MS, Ed Leadership 12/2015 and BS, Elem Ed 5/2010. Certified All Subjects K/8

**Declared Emergency:** September 11, 2017, Plummer-Worley Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The position was posted June 21, 2017. The district received 13 applicants. Five had poor references or criminal history, three received other job offers and six were interviewed. Mr. Campbell does not have a plan that will lead to certification.

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**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Plummer-Worley Joint School District's request for Jeremy Campbell without reservation.

**Plummer-Worley Joint School District #044**

**Applicant Name:** Miller, Ronald

**Content & Grade Range:** Physical Education 6-12 and Health 6-12

**Educational Level:** BS, Ag Science 1986

**Declared Emergency:** September 11, 2017, Plummer-Worley Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** Mr. Miller is currently close to retirement and certified in Natural Science, Math and Ag Science. The district received an unsolicited application from a candidate certified in math and science. Knowing that the district has two math/science teachers both close to retirement and the receipt of a resignation of the PE/Health teacher, they chose to move Mr. Miller to PE/Health for one year only with a solid mentor.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Plummer-Worley Joint School District's request for Ronald Miller without reservation.

**Ririe School District #252**

**Applicant Name:** Smith, Tammie

**Content & Grade Range:** All Subjects K-8, Physical Education K-12

**Educational Level:** 35 credits, enrolled in teacher prep program

**Declared Emergency:** September 14, 2017, Ririe School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The positions were posted for over three weeks just prior to school starting. There were four applicants, none of which were certified for the position. All four were enrolled in college and working toward certification. Ms. Smith is enrolled in Western Governors University teacher prep program and had worked as a ParaPro within the district.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Ririe School District's request for Tammie Smith without reservation.

**Soda Springs School District #150**

**Applicant Name:** Clegg, Greshen

**Content & Grade Range:** Family and Consumer Science 6-12

**Educational Level:** MA, Education 2016

**Declared Emergency:** July 15, 2017, Soda Springs School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The prior teacher's resignation was received in June 2017. The position was posted June 22, 2017. The district received two

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applications. Greshen had been a sub in within the district and was enrolled in ISU.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Soda Springs School District's request for Greshen Clegg without reservation.

**Soda Springs School District #150**

**Applicant Name:** Worthington, Rodney

**Content & Grade Range:** Director of Special Education

**Educational Level:** MA, Education 2016

**Declared Emergency:** July 15, 2017, Soda Springs School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The prior director's resignation was received in June 2017. The position was posted June 22, 2017. The district received only one application, Rodney Worthington. He just completed his administrator program and is currently a teacher within the district. He is considering pursuing a program for the endorsement for a future alternative authorization.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Soda Springs School District's request for Rodney Worthington without reservation.

**St. Maries Joint School District #041**

**Applicant Name:** Broyles, James

**Content & Grade Range:** World Language - Spanish 6-12, Music 6-12 and Biological Science 6-12

**Educational Level:** BS, Nursing 1969

**Declared Emergency:** October 23, 2017, St. Maries School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** The positions were posted starting in February 2017. The Music position had only one, non-viable candidate. The Spanish position had zero applicants. The Science position had zero applicants. Mr. Broyles has worked in the district previously under multiple provisional and/or alternative authorizations. He has a nursing degree with a background in Music and Science. This is a short term fix for the district and there is a letter of support from a student and the superintendent.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee spent additional time on this application due to multiple emergency provisional and alternative authorizations for this individual. During the discussion it was noted that this is a unique and special circumstance. The committee recommends, due to special circumstances, St. Maries School District's request for James Broyles without reservation.

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**Twin Falls School District #411**

**Applicant Name:** Lawson, Lary

**Content & Grade Range:** Biological Science 6-12

**Educational Level:** BA, Arts & Sciences 1969

**Declared Emergency:** October 25, 2017, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** There were multiple Science positions posted in the Twin Falls School District since April 20, 2017. The district received 26 applicants, interviewed 11 and hired 7. Mr. Lawson has an expired certificate from California and is not currently interested in seeking certification in Idaho.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Twin Falls School District's request for Lary Lawson without reservation.

**Twin Falls School District #411**

**Applicant Name:** Rodriguez, Chelcy

**Content & Grade Range:** All Subjects K-8

**Educational Level:** BS, Elem Ed 2008

**Declared Emergency:** October 25, 2017, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** Ms. Rodriguez was on an interim certificate from 2013 to 2016. Twin Falls School District applied for an alternative authorization for 2016-17 to extend her time to pass the multiple subject Praxis. She has passed all but the social studies (5 points short) and science (6 points short). She has a study plan in place and knows this is the final year the district can extend her time. She has passed all other requirements (ICLC and MTI).

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Twin Falls School District's request for Chelcy Rodriguez without reservation.

**New Plymouth School District #372**

**Applicant Name:** Cable, Amber

**Content & Grade Range:** All Subjects K-8

**Educational Level:** 48.5 credits, no degree

**Declared Emergency:** November 2, 2017, New Plymouth School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

**Summary of Recruitment Efforts:** New Plymouth made a decision to terminate Adam Morgan's contract as it was beneficial for the district, students and Mr. Morgan. The district had two applicants and interviewed one. They were deemed as not a good fit. Amber has worked in the district, is knowledgeable in the content area, has fulfilled all other long-term positions within the district and has a rapport with students.

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**PSC Review:** The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends New Plymouth School District's request for Amber Cable without reservation.

**IMPACT**

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to assure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

One of the applications recommended for approval has less than 48 credits of "college training." The Board defines a full-time student as a student taking 12 or more credits in a semester, in general terms this number is used for determining if an individual meets the requirement for having received two years or more of college training. Based on two semesters in an academic year, 48 semester credits would be equal to, two years of college training. Section 33-1203, Idaho Code does not; however, indicate if the two years of college training must be full time. In the case of Tammie Smith, she transferred less than 10 credits earned prior to 2011 from two separate institutions with additional credits earned during the 2016-2017 school year for a total of 35 credits. The information provided indicates she is enrolled in the Western Governors University Educator Preparation Program.



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**BOARD ACTION**

I move to approve one-year emergency provisional certificates for Laura Plomer, Grace Campos, Kimberly Koepnick, Susan Oakes, Frances Stapp, Kristi Dorris, Eleanor Shinham, Dean Cox, Jeremy Campbell, Ronald Miller, Tammie Smith, Greshen Clegg, Rodney Worthington, James Broyles, Lary Lawson, Chelcy Rodriguez and Amber Cable to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**OR**

I move to approve a one-year emergency provisional certificate for Laura Plomer to teach World Language - Spanish grades six (6) through twelve (12) in the Alturas International Academy #495 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Grace Campos to serve as English as a New Language (ENL) grades kindergarten through twelve (12) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Kimberly Koepnick to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Susan Oakes to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Frances Stapp to teach All Subjects grades kindergarten through twelve (12) in the Gooding Joint School District #231 for the 2017-18 school year.

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Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Kristi Dorris to teach World Language - American Sign Language grades six (6) through twelve (12) in the Joint School District #002 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Eleanor Shinham to teach All Subjects grades kindergarten through eight (8) in the Moscow Charter School #281 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Dean Cox to teach World Language - Spanish grades six (6) through twelve (12) in the Oneida County School District #351 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Jeremy Campbell to teach English grades six (6) through twelve (12) in the Plummer-Worley Joint School District #044 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Ronald Miller to teach Physical Education and Health grades six (6) through twelve (12) in the Plummer-Worley Joint School District #044 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Tammie Smith to teach All Subjects grades kindergarten through eight (8) and Physical

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Education and Health grades kindergarten through twelve (12) in the Ririe School District #252 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Greshen Clegg to teach Family and Consumer Science grades six (6) through twelve (12) in the Soda Springs School District #150 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Rodney Worthington to teach Director of Special Education in the Soda Springs School District #150 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for James Broyles to teach World Language - Spanish, Music and Biological Science grades six (6) through twelve (12) in the St. Maries School District #041 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Lary Lawson to teach Biological Science grades six (6) through twelve (12) in the Twin Falls School District #411 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve a one-year emergency provisional certificate for Chelcy Rodriguez to teach All Subjects grades kindergarten through eight (8) in the Twin Falls School District #411 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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I move to approve a one-year emergency provisional certificate for Amber Cable to teach All Subjects grades kindergarten through eight (8) in the New Plymouth School District #372 for the 2017-18 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
DECEMBER 21, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR – SECTION II - BOISE STATE UNIVERSITY – ELSEVIER LIBRARY SUBSCRIPTION LICENSE AGREEMENT</b>	Motion to Approve
2	<b>BAHR – SECTION II - UNIVERSITY Of IDAHO - EASEMENT FOR ELECTRIC SERVICE FOR THE CENTER FOR ORGANIC STUDIES, SANDPOINT</b>	Motion to Approve
3	<b>IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR</b>	Information item
4	<b>PPGA – IDAHO STATE UNIVERSITY – SPECIAL EDUCATION DIRECTOR ENDORSEMENT PROGRAM REVIEW</b>	Motion to Approve
5	<b>PPGA – UNIVERSITY OF IDAHO – FACILITIES NAMING – ROCK CREEK RANCH</b>	Motion to Approve
6	<b>PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS</b>	Motion to Approve
7	<b>PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS</b>	Information item
8	<b>SDE –PROFESSIONAL STANDARDS COMMISSION - LEWIS-CLARK STATE COLLEGE – STATE TEAM FOCUSED VISIT REPORT</b>	Motion to Approve

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**CONSENT**  
**DECEMBER 21, 2017**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

License Agreement with Elsevier B.V.

**REFERENCE**

November 2012	Executive Director approved one-year Elsevier License Agreement
October 2013	Executive Director approved one-year Elsevier License Agreement
December 2014	Board approved four-year Elsevier License Agreement

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests permission to enter into a five-year license agreement with Elsevier B.V. (Elsevier). The proposed agreement will provide unlimited simultaneous and remote access to over 2,300 journal titles for students, faculty, staff, researchers, and independent contractors of BSU as well as for visitors using computer terminals in Albertsons Library.

Elsevier's extensive and unique full-text journal collection covers authoritative titles from the core scientific literature, including high-impact factor titles. Access to the collection is critical for academic programs and research on campus including biology, engineering, health science, nursing, geophysics, mathematics, biomolecular and biomedical science, chemistry, and musculoskeletal research. The licensed package includes full-texts of articles from January 1995 to present.

Access to the journals is crucial to the continued growth of active research programs and increased research productivity by BSU students and faculty members. Journal titles included in the package are used worldwide by leading researchers. Without access to these journals, students and faculty would be placed at a distinct disadvantage regionally and nationally.

BSU is unable to utilize subscriptions to these journals at other institutions due to strict licensing rules imposed by the publishers. Elsevier is the sole publisher and distributor of the electronic journals offered in this package, and on the ScienceDirect platform.

The total amount of the five-year agreement is \$2,531,256.59, paid in yearly installments.

**CONSENT  
DECEMBER 21, 2017**

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**IMPACT**

Year 1 (January 1 – December 31, 2018)	\$460,576.44
Year 2 (January 1 – December 31, 2019)	\$481,302.38
Year 3 (January 1 – December 31, 2020)	\$504,164.24
Year 4 (January 1 – December 31, 2021)	\$529,372.45
Year 5 (January 1 – December 31, 2022)	<u>\$555,841.08</u>
	\$2,531,256.59

Source of funding is a mix of appropriated and local funds.

**ATTACHMENTS**

Attachment 1 – Elsevier Subscription Agreement	Page 3
Attachment 2 – BSU Purchase Order	Page 19

**STAFF COMMENTS AND RECOMMENDATIONS**

Board approval is required for the proposed multi-year license agreement because the value of services, over time, will exceed \$1 million. Elsevier is the sole-source vendor for the collection of electronic journals listed in Attachment 2, and has provided satisfactory support to BSU during the past five years. The proposed license agreement will run from January 1, 2018 to December 31, 2022.

Staff recommends approval.

**BOARD ACTION**

I move to authorize Boise State University to enter into a five-year license agreement, for an amount not to exceed \$2,531,256.59, with Elsevier as outlined herein.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**CONSENT  
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**UNIVERSITY OF IDAHO**

**SUBJECT**

Easement to be granted at the University of Idaho's Center for Organic Studies near Sandpoint, Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.1.5.b.ii.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) is developing a Center for Organic Studies at property near Sandpoint, Idaho previously gifted to the Regents for such use. The property does not have adequate electric service. To extend electric service, the local utility, Northern Lights, Inc, must place new service delivery equipment on Regents property. The local utility requires an easement for placement of the service requested by University staff for the operation of the Center.

**IMPACT**

Funding for the installation costs will be provided from the College of Agricultural and Life Sciences' project budget for the improvements at the Center.

**ATTACHMENTS**

Attachment 1 – Proposed Easement	Page 3
Attachment 2 – Local area map	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho for authority to grant an easement to Northern Lights, Incorporated, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the University's Vice President for Infrastructure to execute the easement and any related transactional documents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Programs and Changes Approved by Executive Director - Quarterly Report

**REFERENCE**

August 2017

Board received quarterly report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs, with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between August 2017 and November 2017 by the Executive Director.

**ATTACHMENTS**

Attachment 1 – List of Programs and Changes Approved by the  
Executive Director

Page 3

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Idaho State University – Special Education Director Endorsement Program Review

**REFERENCE**

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.E.

**BACKGROUND/DISCUSSION**

The Special Education Director Endorsement has existed for over 40 years, as evidenced by a review of Idaho State University (ISU) graduate catalogs. However, this program was inadvertently omitted from the list of programs that ISU submitted to the State Department of Education to be reviewed at the last NCATE/State Review visit in September, 2015, and now needs to be re-instated. The Special Education Director Program was reviewed and approved during the 2008 NCATE and State Review Team visit. All of the rubric indicators for the standards related to the Idaho Standards for Special Education Director were marked at the “acceptable” level and the program was rated as “Approved” at the “Recommended Action on All Standards.” However, after extensive searching, neither the Office of the State Board of Education nor the Office of Academic Affairs at ISU could locate documentation demonstrating official approval for this program.

Upon learning that the Special Education Director Endorsement was not included in the 2015 NCATE/State Review, ISU immediately contacted representatives at the State Department of Education and the Office of the State Board of Education to notify them of the situation. It was determined that ISU needed to prepare and submit to the Professional Standards Commission (PSC) a New Program for Certification Request. This was completed and reviewed by the PSC at their November 17, 2017 meeting, at which time the PSC reviewed the proposal and recommended Conditional Approval with a full review of the program at the Fall 2018 Focused Visit.

Candidates requesting the Institutional Recommendation for certification as a Director of Special Education must have a Master’s degree; meet the Idaho Foundation Standards for School Administrators; and meet the competencies outlined in the Idaho Standards for Special Education Directors. Included in the materials are an updated matrix that reflects alignments of Idaho Foundation Standards for School Administrators – Special Education Director with ISU courses that address knowledge and performance requirements defined by these standards; a matrix that reflects that alignment with the Council for Exceptional Children Standards for Special Education Directors with Idaho Administrator Standards for Special Education Directors and ISU courses that addresses the

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knowledge and performance competencies defined by these standards; a list of courses offered by ISU that address the competencies defined by these standards; and a collection of ISU course catalog descriptions for the courses that address the competencies defined by these standards.

**IMPACT**

There is no financial impact as this program already exists, and no new financial resources are required.

There is the potential of adversely impacting students who are caught in the gap between recognizing the program had not been reviewed at ISU's 2015 NCATE/State Review and the requested approval by the State Board of Education for recognition of the Special Education Director Endorsement at ISU. In the prior year and a half, ISU's College of Education has provided a recommendation for eight students, and ISU believes there are approximately six to eight students who could immediately be impacted.

**ATTACHMENTS**

Attachment 1 – New Program for Certification Request	Page 5
Attachment 2 – Special Education Director Matrix	Page 9
Attachment 3 – Council for Exceptional Children: Advanced Specialty Set: Special Education Administration Set	Page 30
Attachment 4 – Special Education Director Course Work	Page 42
Attachment 5 – Special Education Director Course Descriptions	Page 43
Attachment 6 – Professional Standards Commission - Notification of Recommendation for Conditional Approval	Page 45

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators that are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs

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conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

The Idaho State University's Special Education Director Program was missed in the full review conducted in fall 2015. Due to these special circumstances the Commission is recommending conditional approval to assure those students that are currently in the program will be eligible for certification when they complete and a Focused Visit in the fall of 2018.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to approve the Idaho State University Special Education Director endorsement program for conditional approval contingent on a Focused Visit in 2018.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**UNIVERSITY OF IDAHO**

**SUBJECT**

University of Idaho – Facilities Naming – Rock Creek Ranch

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.K1.b  
Naming/Memorializing Building and Facilities

**BACKGROUND/DISCUSSION**

Rock Creek Ranch is nearly 10,400 acres of privately-owned land adjacent to an additional 11,000 acres of publically-owned land in the Wood River Valley in southeast Idaho. The Rinker family bought the ranch in the 1980s and continued the long-time practice of grazing the land. In 2013 the family began looking for ways to preserve the land. The Natural Resource Conservation Service purchased the development rights in 2014 and shortly thereafter the ranch was purchased by the Wood River Land Trust (with financial assistance from The Nature Conservancy) at a below-market sales price. Shortly after, the University of Idaho was invited as a partner to expand the research and outreach opportunities of this property. Attachment 1 contains a copy of the University's web site describing the Rock Creek Ranch collaboration.

In 2016, the Trust, the Conservancy and the University formalized their relationship through a Memorandum of Understanding (MOU), which outlines how they will collaborate on choosing research along with other management decisions. Additionally, an advisory committee of key stakeholders has been engaged to provide research and management suggestions. Attachment 2 contains a copy of the MOU.

The MOU contains the agreement of Trust and the Conservancy to grant the University an option to buy the Rock Creek Ranch property. The Trust, the Conservancy and the University are currently fund raising to secure sufficient funds to retire the debt to the Conservancy and other debt of the Trust which will encompass the purchase price of the property under the University's option. Upon completion of the fund raising efforts, it is the intention of the University to seek approval from the Board for acquisition of fee title to the Rock Creek Ranch Property. Until such time, or in the event the University does not seek to acquire fee title to the property, the MOU will serve as the operational document for the parties' collaboration in research, outreach and conservation.

In support of this fund-raising, the Rinker family has donated to the University of Idaho Foundation a parcel of property located in Blaine County. The Foundation is instructed, as a term of the donation, to sell the donated parcel and supply the net proceeds of the sale for use in the debt retirement and acquisition of the Rock Creek Ranch.

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Based on the donation of the parcel in Blaine County, as well as the Rinker family's vision and extraordinary generosity in the establishment of the Rock Creek Ranch as a preserve for research, outreach and conservation, the University seeks authority from the Board to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

**IMPACT**

There is no financial impact from the requested naming.

**ATTACHMENTS**

Attachment 1 – Description of Rock Creek Collaboration	Page 3
Attachment 2 – MOU	Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individuals relationship to the institution. Based on the information provided by the University of Idaho the request is in compliance with Board policy. This is the first time in recent history an institution has requested permission to name a facility prior to the acquisition or construction of the facility.

**BOARD ACTION**

I move to approve the request by the University of Idaho to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Indian Education Committee Appointments

**REFERENCE**

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

**BACKGROUND/DISCUSSION**

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Kootenai Tribe has forwarded Mr. Gary Aitken's, name for consideration as their tribal chair representative on the Indian Education Committee.

**IMPACT**

This appointment will fill one of the six vacant seats on the committee.

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**ATTACHMENTS**

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Kootenai Tribal Resolution	Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Ms. Jennifer Porter’s term expired on June 30, 2017. The Kootenai Tribe identified Mr. Gary Aitken to replace Ms. Porter and serve as the tribal chair representative. If approved, Mr. Aitken would serve a new five-year term effective immediately and conclude on June 30, 2022.

**BOARD ACTION**

I move to appoint Mr. Gary Aitken, as the Kootenai Tribe tribal chair representative, effective immediately and expiring June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Institution President Approved Alcohol Permits

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the October 19, 2017 Board meeting. Since that meeting, Board staff has received forty-six (46) permits from Boise State University, eighteen (18) permits from Idaho State University, twenty-five (25) permits from the University of Idaho and twelve (12) permits from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

Page 3

**BOARD ACTION**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Professional Standards Commission – Lewis-Clark State College – State Team Focused Visit Report

**REFERENCE**

August 2014 Board accepted the State Team Report and granted conditional approval of the Special Education, Biology, Chemistry, Earth and Space Science, And English as a new Language programs at Lewis-Clark State College.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1254 and 33-1258, Idaho Code

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (PSC) is tasked with conducting a full unit review of all State Board-approved teacher preparation programs in Idaho on a seven-year cycle. Any programs that are Conditionally Approved require a subsequent Focused Visit within three (3) years of the full unit review.

The PSC convened a State Review Team containing content experts and conducted the focused visit of Lewis-Clark State College April 23 - 25, 2017. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education approve the State Team Focused Visit Report as written.

**IMPACT**

The recommendations in this report will enable Lewis-Clark State College to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

**ATTACHMENTS**

Attachment 1 – LCSC Focused Visit State Team Report 2017 Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial

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Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

**BOARD ACTION**

I move to approve the recommendation of the Professional Standards Commission to accept the State Team Focused Visit Report for Lewis-Clark State College as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>COLEGE OF SOUTHERN IDAHO REPORT</b>	Information Item
2	<b>IDAHO DIVISION OF VOCATIONAL REHABILITATION</b>	Information Item
3	<b>WORKFORCE DEVELOPMENT COUNCIL UPDATE</b>	Information Item
4	<b>BOISE STATE UNIVERSITY – ALCOHOL SERVICE REQUEST – DOUBLE R RANCH CLUB ROOM</b>	Motion to Approve
5	<b>EDUCATOR PIPELINE REPORT</b>	Information Item
6	<b>ANNUAL EVALUATION REVIEW REPORT</b>	Information Item
7	<b>HIGHER EDUCATION TASK FORCE RECOMMENDATIONS</b>	Motion to Approve
8	<b>STATE ACCOUNTABILITY SYSTEM – STUDENT ENGAGEMENT SURVEY</b>	Information Item

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**COLLEGE OF SOUTHERN IDAHO**

**SUBJECT**

College of Southern Idaho Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for College of Southern Idaho (CSI) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. President Fox will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan. An overview of the points to be covered is provided in Attachment 1.

**IMPACT**

College of Southern Idaho's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

**ATTACHMENTS**

Attachment 1 – Annual Progress Report

Page 3

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**IDAHO DIVISION OF VOCATION REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

**ATTACHMENTS**

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

**BOARD ACTION**

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**IDAHO WORKFORCE DEVELOPMENT COUNCIL**

**SUBJECT**

Workforce Development Council Update

**REFERENCE**

October 2017                      Board received Workforce Development Council update (agenda material only – no presentation)

**APPLICABLE STATUTE, RULE, OR POLICY**

Executive Order 2017-12

**BACKGROUND/DISCUSSION**

Governor Otter updated the Executive Order establishing the Workforce Development Council on October 26, 2017. Trent Clark, Chair of the WDC, and Wendi Secrist, Executive Director, will provide an update on the transition, the responsibilities of the reconstituted Council and Idaho's participation in the National Governors Association Work-Based Learning Policy Academy.

Idaho is one of six states selected by the National Governors Association to participate in a policy academy focused on scaling high-quality work-based learning.

Work-based learning blends work experience and applied learning to develop youth and young adults' foundational and technical skills to expand their education, career and employment opportunities.

Funded by the Siemens Foundation, the policy academy will help states create and expand work-based learning opportunities that will connect youth and young adults ages 16 to 29 with career opportunities in STEM-intensive industries (those in the science, technology, engineering and math areas) such as advanced manufacturing, health care, information technology and energy. Through the policy academy, states will share best practices, develop plans to identify and scale high-quality programs and develop policies to support and sustain work-based learning initiatives.

**IMPACT**

Cross-agency collaboration.

**ATTACHMENTS**

Attachment 1 – Workforce Development Council Transition Update                      Page 3

**BOARD ACTION**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Boise State University – Alcohol Service Request – Double R Ranch Club Room  
– Basketball

**REFERENCE**

October 2017 Board amended second reading of Board Policy I.J. allowing institutions to request permission to provide alcohol service in designated venues for specified NCAA athletic events.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.J.

**BACKGROUND/DISCUSSION**

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a “Permitted Event” as outlined in Board Policy I.J, prior to each home men’s basketball game for the 2017-2018 season.

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room to create a gathering place for Taco Bell Arena Hardwood Club members prior to men’s home basketball games. The Double R Ranch Club Room will serve as a restaurant-style, pre-game gathering place for patrons who are members of the Hardwood Club and invited guests. In the secure area, Hardwood Club members and invited guests will also be provided light hors d’oeuvres and non-alcoholic beverages. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the Club Room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

**IMPACT**

Approval will allow Boise State University to add to the men’s basketball games experience by improving the overall game day experience and adding value to those attending basketball games.

**ATTACHMENTS**

Attachment 1 – Double R Ranch Club Room Security Plan

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

At the October 2017 regular Board meeting the Board approved changes to Board Policy I.J. Use of Institutional Facilities. As part of those amendments the

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institution may now bring forward requests to the Board to provide alcohol service in specified venues for specific NCAA sporting events. The amended policy retained the provision that all requests must come to the Board at the June regular Board meeting each year. Due to the time of the policy amendments, there was not an opportunity for the institutions to bring forward a request for alcohol service for the 2017-2018 Basketball season in compliance with the deadlines specified in the policy. Due to these timing issues Boise State University is bringing forward a request to provide alcohol service in the Double R Ranch Club Room in conjunction with men's home basketball games. This requests is in compliance with the provisions set forth in Board Policy I.J. in that the venue and the sport are specified in the policy, however, the request does not comply with the requirement that these requests only be brought forward in June. To facilitate this request the Board is also being asked to waive the requirement in Board Policy I.J.2.c. regarding the June requirement, all other provision of this section would still be required to be met.

**BOARD ACTION**

I move to approve the request by Boise State University to waive the requirement in Board Policy I.J.2.c that all requests for alcohol service in conjunction with NCAA athletic events be made at the regularly scheduled June Board meeting for the 2017-2018 basketball season.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the request by Boise State University for approval of In-suite/Club Room alcohol service in compliance with Board Policy I.J. in the Double R Ranch Club Room of the Taco Bell Arena for men's home basketball competitions.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Educator Pipeline Report

**REFERENCE**

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendation to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 -1207, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers.

The initial meeting of the workgroup was held on February 8, 2017, followed by three subgroups convening from April 27 through May 3, 2017. The group then formalized early recommendations sent to the Board on April 20, 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs; recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. On June 6, 2017, and then again on October 12, 2017, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline.

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho**

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**2. Begin developing a coherent policy dialogue**

**3. Further explore workgroup proposals outlined below:**

- a. **Attract/Recruit:** Openly promote teaching as a profession to boost public perception; continue to support higher salaries and compensation packages
- b. **Prepare/Certify:** Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- c. **Retain:** Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The report that follows provides baseline data on the supply and demand of instructional staff across Idaho, and suggests ways to utilize this information to ensure consistency and efficacy in addressing Idaho's teacher pipeline issues over time. At the conclusion of this report, ten total workforce recommendations are presented for consideration, with seven prioritized for immediate action.

**IMPACT**

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

**ATTACHMENTS**

Attachment 1 – Idaho State Board of Education 2017 Teacher Pipeline Report	Page 5
Attachment 2 – Idaho Pipeline Report Detail and District Classification	Page 22
Attachment 3 – Idaho State Board of Education District Survey Results	Page 51
Attachment 4 – Definitions and District Examples	Page 61

**STAFF COMMENTS AND RECOMMENDATIONS**

In addition to the Board's interest, there has been a great deal of interest from other state policymakers to find solutions to Idaho's apparent teacher shortage. While there has been a general understanding that school districts and charter schools struggle for a variety of reasons commonly found across the nation, the 2017 Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho.

Initial findings can begin to inform policy and define next steps based upon the workgroup's final recommendations.

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**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Annual Evaluation Review Report

**REFERENCE**

June 2017 Instructional/Pupil Service Staff Evaluation Review for the 2015-2016 Academic Year – Final Report presented to the Board

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Idaho Code 33-1004B(14).

**BACKGROUND/DISCUSSION**

Pursuant to Idaho Code 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. This statute specifically states:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

As with the 2015-16 Evaluation Review (summarized in the FY2017 Report), the 2016-2017 review was designed to be conducted in two parts, and built upon the finding of the FY2017 report.

The FY2017 report concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's IDAPA 08.02.02.120. As a result, not all districts were implementing all aspects of evaluation rule with fidelity. To summarize, approximately 60% of the over 600 evaluations reviewed were found to be in compliance with the remaining 30% missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, eight detailed recommendations were put forth in the final report encompassing the following areas:

1. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards;
2. Make additional guidance and training available to administrators;
3. Create a coalition of representative for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements;
4. Create a clearinghouse of best evaluation practices to be shared across districts; and

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5. Explore the implementation of a statewide electronic evaluation management system.

Of these five strands, work has begun on all. Changes to Board Administrative rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent practices in evaluation of these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. In 2017, the Legislature provided funding for the development of a clearinghouse and an evaluation management system. A request for proposals will be issued to contract with a vendor to provide this platform.

In May 2017, superintendents were notified of the pending FY2018 review and received detailed information about procedures for uploading evidence collected by administrators selected from their districts. Phase One of the 2016-2017 Evaluation Review commenced on June 8, 2017 with districts beginning to upload evidence for review. The first portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, including whether or not evaluations meet the fidelity of the state framework which requires an assessment of all 22 components specified in administrative rule.

Phase Two of the review was completed on October 30, 2017, focusing on district evaluation policy, and overall implementation of evaluations including a detailed review of:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher's individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

Both phases of the review process and the final meeting of reviewers to discuss findings and assist with recommendations to the Board were completed on November 3, 2017. The attached report provides the findings and recommendations from the FY2017 evaluation review process.

**IMPACT**

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.



**ATTACHMENTS**

Attachment 1 – FY18 Final Report – Evaluation Review of Certificated  
Educators

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The FY 2018 Final report includes two recommendations. Recommendations are provided from the group of Idaho Educators who participate in the annual evaluation review process. The first recommendation asks for amendments in Administrative Code (IDAPA 08.02.02) regarding additional definitions, adding the Individualized Professional Learning Plans as a measure of professional practice and clarifying retention of data regarding evidence of professional practice. The first step in clarifying the requirements regarding the retention of evidence and personnel files was taken in the Board’s approval of legislation clarifying Section 33-518, Idaho Code, and the current requirement that each “personnel file shall contain any and all material relevant to the evaluation of the employee” includes evidence of meeting the state evaluation requirements. Should this legislation be enacted by the 2018 Legislature the negotiated rulemaking process will be initiated to develop additional specificity in administrative rule. The next action point for this recommendation would take place when the proposed rule is brought to the Board in 2018 for consideration.

The second recommendation is to provide flexibility in differentiating evaluation practice between “proficient” professional staff beyond the current ability school district have to weigh the 22 components and/or four domains based on individualized professional learning plans or other priorities identified by the school district. School districts are still struggling with the implementation of the current state requirements with fidelity so, it is important for school districts and charter schools to have some level of stability in the state requirements if we hope to get to any level of uniformity in implementation of the requirements. The connection between the summative evaluation rating to the state career ladder for the distribution of salary based apportionment to the school districts and charter schools requires a level of uniformity in the application to assure and equitable distribution of available funds.

Clear guidelines for ongoing support for both administrators and teachers are represented in the recommendations that conclude this report. Continued Board support will further shape the fidelity and usefulness of educator evaluations going forward.

**BOARD ACTION**

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**SUBJECT**

Higher Education Task Force Recommendations – Prioritization

**REFERENCE**

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.

**BACKGROUND/DISCUSSION**

On January 6, 2017, Governor C.L. “Butch” Otter identified the need to focus on the postsecondary part of Idaho’s K-through-Career education system and announced the creation of a Higher Education Task Force (Task Force) charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State’s role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward increased progress in meeting the Board’s 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student completion.

The Task Force was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents, postsecondary students, legislators, and business leaders. The Board formally adopted the recommendations at the September 29<sup>th</sup> Special Board meeting and amended the FY 2019 Budget Request to start implementation of items that were initially identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These items included additional funding for system-wide scholarships, with hereby an increased appropriation would allow for more students on the waiting list to be funded while additional Administrative Code amendments are made that would increase the number of eligible students. The second being a minimum funding amount that, if appropriated, would allow for Board Staff and Institution Staff to develop a scope of work and start the request for information purchasing processes. This work would move forward while waiting for system consolidation amendments identified in Recommendation 1 to be

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started. Additionally, full implementation of three of the recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5). The request for information process is currently underway for this item.

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). The committees were task and with identifying and recommending to the full Board prioritization of each of the recommendations assigned to them and to being work on implementation planning.

**IMPACT**

The discussion around the proposed implementation framework and prioritization will provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the recommendations.

**ATTACHMENTS**

Attachment 1 – Standing Committee Prioritization	Page 5
Attachment 2 – Recommendation Matrix	Page 8

**STAFF COMMENTS AND RECOMMENDATIONS**

As part of the Task Force's process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the individual recommendations. In some instances, there may be additional short or long-term actions that may be identified for moving forward the recommendations or a recommendation may be chosen as a priority item.

Prioritization of the recommendations does not necessarily indicate one recommendation will be fully implemented prior to another recommendation. In many cases work toward implementation will be initiated simultaneously while in other instances implementation may be subject to other state processes, such as the annual legislative budget setting process and may not be able to be fully implemented until a later date even though initial work has been completed. In most cases, the order of priority will only influence work when resources, including time, are limited and a decision must be made on which recommendation or strategy will be initiated or funded first.

As part of the planning and implementation process, the Board committees may create additional technical committees or workgroups. Any implementation work contingent on Board action will be brought back to the full Board for final action.

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**BOARD ACTION**

I move to accept the priority order of the committee assignments as specified in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

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**SUBJECT**

State Accountability System – Student Engagement Survey

**REFERENCE**

October 2015	The Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	The Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
April 2016	The Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board approved proposed rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho

**BACKGROUND/DISCUSSION**

The state public school accountability system is currently outlined in Chapter 45, Title 33 Idaho Code and Administrative Code, IDAPA 08.0203.112. Since the creation of the accountability provisions in 1997 there have been many changes at both the state and federal level. The current changes at the federal level with the reauthorization of the Elementary Secondary Education Act through the Every Student Succeeds Act provide the state with the opportunity to develop a single accountability system that meets both the state and federal accountability needs. In January 2016, the State Board of Education Accountability Oversight Committee was charged with bringing forward recommendations to the Board that were in alignment with the Task Force recommendations for a new state accountability system (Recommendation 5 – 2013) and would meet the federal accountability requirements. Following the Board's adoption of the Accountability Oversight Committee recommendations, Board staff initiated the negotiated rulemaking process including conducting public forums in each region of the state to allow for the thorough discuss of the proposed new state accountability system and encourage feedback. Board staff presented and facilitated discussions to gather feedback on the proposed rule amendments and accountability system at:

- The Idaho Association of School Administrators annual conference;
- The Southern Idaho Conference Superintendents meeting;

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- The Idaho School Boards Association annual conference; and
- Seven public forums held in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Twin Falls, Nampa, and Boise.

The new accountability system was established through the rulemaking process in 2016 and was accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, places schools into three categories, and then within each category divides the indicators between student achievement and school quality. The majority of the federally required indicators fall under student achievement, however, states are required to have at least one school quality indicator. The initial accountability framework recommendations included absenteeism as a school quality indicator, but in the process of conducting the public forums there was a large amount of the feedback received against using school absenteeism as a school quality indicator. This indicator was removed from the final version of the accountability system.

To meet the federal accountability requirements the school quality indicator must be able to be administered to every student and be able to be broken out by subgroup. Working with Department of Education staff, it was determined that for the first year, a student engagement survey could be administered through the Idaho Standards Achievement Test administration that would meet our federal requirements for the 2017-2018 school year and help inform the development of a longer term survey solution. Department staff indicated that if a survey was going to be administered through the test administration then there was a very limited amount of time available to get the survey questions to the testing vendor. In order to meet these time constraints staff identified a number of nationally developed surveys that had already gone through a survey validation process that could be used. A small workgroup was formed consisting of Department and Board staff to review the surveys. Concurrently, a request for feedback was sent out to state lawmakers and education stakeholder groups requesting initial feedback on what they would like to see in a student engagement/school quality survey. The initial feedback received was able to be categorized into the following categories:

- School Safety and Security,
- Teacher Quality,
- School Quality and Culture, and
- Student Perseverance and College and Career Opportunities.

Additional feedback asked that the Board take into consideration the methods for delivering the survey in regard to school and district impact, the time it would take students to complete the survey, and that the survey take into consideration the various grade levels being surveyed.

In reviewing the available valid surveys initially identified the group determined the four categories met all student engagement survey developed and tested by Panorama. The Panorama survey was also developed in a way that would allow



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Idaho to use specific sets of questions under various categories while still maintaining the integrity of the survey. The Panorama Student Survey broke questions out by grades 3-5 and 6-12, allowing for grade specific questions. The survey also included the following categories that were chosen based on their alignment with the initial feedback received:

- School Climate – Perceptions of the overall social and learning climate of the school,
- School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school,
- School Safety – Perceptions of student physical and psychological safety while at school, and
- Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Grit would only be administered to students in Grades 9-12).

Each set consisted of five questions, resulting in a total of 13 questions for students in grades 3 through 5, 16 questions for students in grades 6 through 8 and 21 questions for students in grades 9-12. In general terms the survey questions look outward toward the students engagement with the teacher and the school.

Following selection of the survey and process for the 2017-2018 administration an additional email was sent out to state lawmakers and the education stakeholder groups with the survey questions (Attachment 1), information on how the questions were developed and by whom, and a link to detailed information from Panorama on how the survey was validated to assure the questions were not leading. Additional information regarding the Panorama validation process may be found at: <https://www.panoramaed.com/panorama-student-survey>. Based on the limited feedback that was received the survey and method for administration for the 2017-2018 school year was presented to the Board at the October 2017 Board meeting with a request that the Board provide any concerns they may have on the survey or the administration of the survey for the first year. Hearing none, staff moved forward with the implementation of the survey for the 2017-2018.

**IMPACT**

Following additional input, the student engagement school quality survey is being brought back to the Board to give the Board the opportunity to adjust the planned administration of the survey in the 2017-2018 school year.

**ATTACHMENTS**

Attachment 1 – Panorama Student Engagement Survey

Page 5

Attachment 2 – AdvancEd Student Engagement Survey

Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

Following the October 2017 Board meeting article ran in Idaho Ed News under the headline “Schools and Teachers to be Graded on What Kids Say.” This article generated additional feedback from teachers and some school administrators over

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the survey that was chosen for the 2017-2018 school year. Board staff and the Chair of the Planning, Policy and Governmental Affairs Committee met with the education stakeholder representative organizations and a representative from the Department of Education to further discuss the survey on November 20<sup>th</sup>, 2017. While the groups did not express full support of the Panorama survey they did indicate that they understood that this first year the survey would mainly be used to help inform the process for developing and administering the three surveys required by the state accountability system (Student Engagement, Parent Engagement, and Teacher Engagement). While the survey is also being used to meet the federal requirements for at least one school quality measure it only accounts toward 10% of the calculation for determining school performing in the lower 5%. The groups were assured that due to the timelines required for getting the questions to the testing administrator there was not time to gather additional feedback on the surveys and that there would be multiple opportunities for individuals to participate in the selection and or development of the three surveys that will be used starting in the 2018-2019 school year.

Following this meeting, the State Superintendent contacted the Executive Director and Board President to discuss the possibility of using AdvancED's student engagement survey. All public high schools in the state are accredited by AdvancED and have access to the survey. For the first year AdvancED is willing to allow all public schools in Idaho to use their student engagement survey (Attachment 2). The AdvancEd survey is broken up by elementary school, middle school, and high school grades. Each grade range for the survey consists of four demographic questions and then 20 survey questions. In general terms the questions focus on how the student sees himself or herself and looks internally at their engagement with their education. The survey does not include questions regarding student safety and security.

**BOARD ACTION**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>COMPLETE COLLEGE AMERICA AND COMPLETE COLLEGE IDAHO REPORTS</b>	Information Item
2	<b>REMEDIAL EDUCATION REPORT</b>	Information Item
3	<b>BOARD POLICY III.S. REMEDIAL EDUCATION – FIRST READING</b>	Motion to Approve
4	<b>BOARD POLICY III.Z. DELIVERY OF POSTSECONDARY PROGRAMS – FIRST READING</b>	Motion to Approve
5	<b>BOARD POLICY III.P. STUDENTS – SECOND READING</b>	Motion to Approve
6	<b>PROGRAM ENROLLMENT SUMMARY</b>	Information Item
7	<b>BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN RESPIRATORY CARE</b>	Motion to Approve
8	<b>COLLEGE OF EASTERN IDAHO – ASSOCIATES OF SCIENCE DEGREE</b>	Motion to Approve
9	<b>IDAHO STATE UNIVERSITY – EXPANSION OF DOCTOR IN PHYSICAL THERAPY</b>	Motion to Approve

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**SUBJECT**

Complete College America and Complete College Idaho Report

**REFERENCE**

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.

**BACKGROUND / DISCUSSION**

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation has since called for this goal to be revised or extended.) Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho (CCI) Team attended the Complete College America (CCA) Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem

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State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

**IMPACT**

The CCI Plan focuses on improving educational attainment that is responsive to workforce needs in Idaho. Increasing the educational attainment of Idahoans will better prepare them for future job needs. A qualified workforce also has the potential to lead to significant gains in industry and business development across the state, thus positively impacting Idaho's future economic development. The state's attainment goal, in addition to the strategies supported by CCA and the CCI Plan, provide an essential framework for the Board when guiding resource allocation to improve postsecondary student success. The CCI Plan sets strategies for implementing the Board's strategic plan, including the Board's educational attainment goals.

**ATTACHMENTS**

Attachment 1 – Complete College Idaho Summary and Plan	Page 3
Attachment 2 – CCI Report to Joint Finance-Appropriations Committee	Page 23
Attachment 3 – College of Southern Idaho CCA & CCI Report	Page 55
Attachment 4 – College of Western Idaho CCA & CCI Report	Page 61
Attachment 5 – North Idaho College CCA & CCI Report	Page 63
Attachment 6 – Boise State University CCA & CCI Report	Page 69
Attachment 7 – Idaho State University CCA & CCI Report	Page 77
Attachment 8 – Lewis-Clark State College CCA & CCI Report	Page 85
Attachment 9 – University of Idaho CCA & CCI Report	Page 91

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff and institutions will provide an update on gains made toward the implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding. This will provide an opportunity for the Board to evaluate progress and provide feedback on the work being pursued.

**BOARD ACTION**

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**SUBJECT**

Remediation Report

**REFERENCE**

April 2015	The Board approved the first reading of changes to Board Policy III.S. Remedial Education
June 2015	The Board approved the second reading of changes to Board Policy III.S.
October 2016	Math remediation reports were provided as part of the Performance Measure presentation to the Board.
April 2017	The Board approved the first reading of changes to Board Policy III.Q. Admission Standards, removing statewide placement cut scores
June 2017	The Board approved the second reading of changes to Board Policy III.Q.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.S.

**BACKGROUND/DISCUSSION**

The Board approved changes in April 2015 to Board Policy III.S., which outlines the types of delivery models to be utilized for remedial instruction in English and math. Board Policy III.S. identifies three approved remediation models: co-requisite, emporium, and accelerated. Pursuant to Board Policy III.S., an annual report on remediation is provided by Board staff.

The report is intended to review the effectiveness of remedial education at the public institutions. The report is to be used to evaluate the different models being used and provide a resource for the Board to improve delivery of remedial education across institutions. Over the course of the past year, the ability to evaluate the different models and compare across institutions was limited by variations in institutional placement policies.

The Board approved changes in June 2017 to Board Policy III.Q., which removed the placement scores for English and math courses. The placement of students into remedial courses is now handled by each institution individually.

At the October 2016 Board meeting, staff provided the Board with a first look at remediation reform efforts in mathematics. In trying to pull complete data to report in 2017, staff found that differences between institutions in identifying students needing remediation and difficulty in identifying or reporting the particular model of remediation used resulted in limited analytical usefulness.

**IMPACT**

The institutional differences in identifying the students who need remediation and the difficulty in identifying the models students participate in make an evaluation

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of the effectiveness of distinct remediation models or the success of remedial education across the Idaho system difficult to report.

**ATTACHMENTS**

Attachment 1 – Remediation Models Used

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Remediation Report would be of greater use in policy decisions by both the Board and local K-12 districts with improved clarity or definition in the following areas:

1) A statewide view of the population identified as needing remediation is variable since placement into remedial coursework is determined at the institution level. The result is that two students, who otherwise are the same, may have different placement by virtue of the institution the student attends. If the Remediation Report is intended to include information on the number of students who are identified as needing remediation or is intended to provide feedback to the Board and school districts of the college readiness of high school graduates, staff recommends a statewide definition to identify students who are academically less prepared. This identification could be a statewide placement policy or a measure outside of actual remedial placement.

2) Evaluation of the effectiveness of the different models depends on the ability of the institutions to correctly identify the models being used and reported. It is necessary that the definitions of the approved models are clearly identified and the implementation of those models is done with fidelity. The current report looked back before the approved remediation models were defined in Board policy III.S. and this led to confusion on how to define the models being used. While it is expected that greater clarity on models being used at the institutions should come from the definitions approved by the Board in June 2015, additional changes to this Board policy or approved models should be clear as to what is included in each model and how to categorize students who may be taught under a hybrid or blended remedial model.

**BOARD ACTION**

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**SUBJECT**

Board Policy III.S. Remedial Education – First Reading

**REFERENCE**

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.
June 2015	The Board approved the second reading of changes to Board Policy III.S.
September 2017	The Board adopts the Governor’s Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.S.

**BACKGROUND/DISCUSSION**

The Board approved changes in April 2015 to Board Policy III.S., Remedial Education. The 2015 amendments updated terminology, removing outdated terminology referencing “development education” and transitioning approved remediation from the traditional remedial course model to three separate approved model in alignment with the three models for remediation adopted with the approval of the Board’s Complete College Idaho plan and work with Complete College America (CCA). Since that time, CCA has redefined the original remediation reform initiative to focus on co-requisite remediation. It has also updated the language used in referring to co-requisite remediation, changing from a single delivery model to a support system that may be implemented through various models or methods. Co-requisite support increases gateway course completion within the first year by enrolling entering students into college-level math and English courses, and then providing students who need additional help with a concurrent course or lab that offers timely academic support. The approved remediation models defined in Board policy are considered best practices, evidence-based, and are recommended by Complete College America. They were adopted to help improve the success rates of students needing remedial support. Since adopted in 2012 and placed in Board policy in 2015 all institutions have fully implemented co-requisite remediation for English, with implementation progressing for Mathematics. Board policy III.S. is being updated to re-define co-requisite support delivery and the models used to support students who are served through this support.

Proposed amendments to the policy will clarify that co-requisite support models are to be credit bearing and will fulfill a gateway course requirement; whereas, remedial courses maintain no college-level content and therefore do not count toward degree requirements. For the purposes of this policy, a gateway course is

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defined as the first English or Math course requirement needed for a student's program of study.

Additional amendments will clarify student eligibility for enrollment in co-requisite support courses and remedial courses. As a result of exceedingly low levels of preparedness, only students whose skills are assessed as necessitating Adult Basic Education or equivalent may be enrolled in traditional remedial courses and all other students identified as needing additional support will default into co-requisite support. The policy also ensures that non-co-requisite remedial sequences will be structured by institutions in a way that will provide students with the opportunity to enroll in the gateway course within the first academic year. The policy also clarifies procedures for student enrollment in remedial courses, piloting non-approved models, and annual Board reporting.

**IMPACT**

Proposed amendments will update the policy to better align with changes identified by Complete College America to help with implementation and student support. This policy further ensures students are provided an opportunity to complete their academic program in a timely manner.

**ATTACHMENTS**

Attachment 1 – Board Policy III.S. Remedial Education – First Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Adoption of this policy would bring this policy into alignment with changes made at the national level and in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education. Proposed amendments will also facilitate full implementation of co-requisite remedial support in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates, but also count toward degree progress. Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**SUBJECT**

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

**REFERENCE**

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.  
Section 33-113, Idaho Code, Limits of Instruction.

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” At the August 10, 2017 meeting, the Board was presented with the updated Five-Year Plan and discussed whether the plan was still meeting its intended goal for program planning.

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This was further discussed at the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 including whether changes to the process for the next update were necessary. In an effort to provide the Board with a better understanding where institutions are aligning their focus with regard to postsecondary programs, a proposed amendment is before the Board to move the planning document from five years to three years. The proposed change would provide the Board with more relevant and time-sensitive information about an institution's program goals and how they align with their mission and state or regional education workforce needs. Furthermore, the three-year planning process would offer added flexibility to institutions with respect to program planning and proposal processes, doing so without expense to Board oversight of program delivery, institutional accountability for resource allocation, and, collaborative efforts across postsecondary institutions.

**IMPACT**

Proposed changes would simplify the information collected and reported, streamline the planning process, and improve the applicability of information provided to the Board.

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Board Policy III.Z Page 3  
Planning and Delivery of Postsecondary Programs and Courses

**STAFF COMMENTS AND RECOMMENDATIONS**

The Council on Academic Affairs and Programs (CAAP) also discussed the five-year plan at their August 24, 2017 and November 16, 2017 meetings. CAAP supports maintaining the planning process and changing the period from five years to three years. While CAAP believes it is a useful tool; a more concise report about the institution's goals and mission with programs would be more valuable to the Board.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Board Policy III.P Students – Second Reading

**REFERENCE**

February 2016	Board approved first reading of amendment to Board Policy III.P.16. Student Health Insurance.
April 2016	The Board approved the second reading of proposed amendments to III.P Students Student Health Insurance.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P regarding Title IX and student appeals.
June 2017	Board approved first reading of proposed amendments to III.P. regarding student appeals
August 2017	Board approved second reading of proposed amendments to III.P. regarding student appeals.
October 2017	Board approved first reading of proposed amendments to III.P. regarding immunizations.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, III.P.

**BACKGROUND/DISCUSSION**

The Center for Disease Control and Prevention (CDC) reports college students, specifically freshmen living in residence halls or other forms of group housing, are at a higher risk of contracting bacterial meningitis as well as other vaccine-preventable diseases than the general population. The American College Health Association (ACHA) and the CDC recommend that college students, especially college freshmen, and their parents be educated about the benefits of vaccination against vaccine-preventable diseases and vaccines commonly recommended for college students. The ACHA recommends postsecondary institutions, at a minimum, make an effort to provide access to immunizations against meningococcal disease for those who would like to reduce their chances of contracting the disease.

The National Council of State Legislatures reports 37 states currently have some form of state law regarding postsecondary institutions and vaccination requirements. These laws range from requiring information be provided to freshmen students regarding the danger of vaccine preventable diseases and the benefits of being vaccinated to requirements that all students in student housing be vaccinated or sign a waiver or exemption form. During the 2017 Legislative Session Senator Martin, working with the Idaho Immunization Coalition, considered running legislation requiring all postsecondary institution that provide on-campus or group housing to provide current information about vaccine-preventable disease to each student at the time of admissions. After discussing

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further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide information to students at the time of admission regarding vaccine preventable diseases and the benefits of vaccinations.

**IMPACT**

Approval of the proposed amendments would require the four year institutions to provide informational material regarding vaccine's to students at the time of admissions and eliminate the need for any legislative changes requiring the institutions to provide the informational material. The Center for Disease Control currently provides material the institutions could use, resulting in no additional cost to the institution other than those related to the distribution of the information. The information could be distributed to students in an electronic format.

**ATTACHMENTS**

Attachment 1 – Board Policy, III.P Students

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Center for Disease Control and Prevention provides recommendations divided into two categories. Category A recommendations are made for all persons in an age or risk factor based group and Category B recommendations are made for individual clinical decision making. A Category A recommendation means a vaccine is recommended for everyone in an age-group or risk factor group. A Category B recommendation means a vaccine is recommended based on an individual clinical situation. Vaccines commonly recommended for college students include: Meningococcal conjugate, Tdap (tetanus, diphtheria, and acellular pertussis), Human Papillomavirus (HPV), and seasonal influenza.

No comments were received and there were no changes between the first and second reading. Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Program Enrollment Summary

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, Postsecondary Program Approval and Discontinuance

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.8.b, institutions are required to provide an initial progress report on all graduate programs approved by the State Board of Education. Consistent with this policy, and with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office.

The reporting requirement pertained to graduate programs that were approved by the Board and implemented on or after **January 1, 2007**. Those programs included:

**Boise State University**

- EdD in Educational Technology
- PhD in Biomolecular Sciences
- PhD in Material Science Engineering
- Master of Adult Gerontology (Nurse Practitioner)

**Idaho State University**

- PhD in Microbiology
- PhD in Experimental Psychology
- Master of Accountancy
- Master of Athletic Training

**University of Idaho**

- Juris Doctorate (Third Year, Law Program in Boise)
- PSM, Professional Science Masters, Natural Resources & Environmental Science
- Doctor of Athletic Training
- MS in Athletic Training
- MEd/MS in Rehabilitation Counseling/Human Services & School Counseling

**IMPACT**

Progress reports will provide the Board with updates on new graduate programs and whether institutions met intended goals and benchmarks.

**ATTACHMENTS**

Attachment 1 – Summary

Page 3

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**STAFF COMMENTS**

A provision was added to Board Policy III.G. Subsection 8 requiring institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new graduate programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Staff compiled reports from each institution into a summary, which provides: a listing of programs proposed in 2010-11; year implemented; and, projected and actual enrollments for each. This information should help provide the Board with an assessment of the progress that has been achieved towards meeting enrollment goals for these programs.

Projected graduation rates were not requested by the Board office in 2010-11; however, projected graduation rates have been recorded as part of the proposal process since then. Actual and projected rates for enrollment and graduation will be provided for both graduate and undergraduate programs in future reporting cycles. Data for undergraduate programs will be included in light of the Board's focus on meeting state attainment goals. (There were no new undergraduate programs proposed in 2010-11.) Program proposals, which capture enrollment and graduation data, are housed in the Board office.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.



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**BOISE STATE UNIVERSITY**

**SUBJECT**

Approval of a new, online program that awards a Master of Science in Respiratory Care

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.3.a.x.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) proposes to create a program that awards a Master of Science in Respiratory Care. The program will be wholly online and will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

BSU's program will help to meet the workforce need for more technically competent leaders who are trained to lead in both organizational and institutional settings. Need for master's-level trained respiratory therapists fall into two main categories, those employed in the field of education and those in clinical settings, each with substantial needs for an increased workforce:

- According to the American Association for Respiratory Care (AARC) approximately 50% of leading researchers and academic instructors throughout the field of Respiratory Care plan to retire by 2020. In the Intermountain region, that is approximately 37 retirements.
- A 2003 white paper estimated that 11% of the respiratory care workforce is employed in management and supervision (approximately 11,685 FTE's in the year 2000) in clinical settings, and that number was expected to increase exponentially.

The program is designed specifically to serve practicing clinicians who are looking to advance in the fields of academia, health care organizational leaderships, and health administration. Offering the degree online affords students with the opportunity for quality graduate education without having to relocate, or interrupting employment. Currently, of the available Master's of Science in Respiratory Care, very few are offered exclusively online.

The proposed program is one of several being created via the eCampus Initiative at BSU. BSU's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes, and uses a multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer.

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The proposed program will apply for Degree Advancement accreditation through the Commission on Accreditation for Respiratory Care (CoARC), it is anticipated that this will be in place by Spring 2017. The standards for this accreditation status provided the framework for the development of the proposed program.

**IMPACT**

The program will operate under Board Policy V.R.3.a.x. as it pertains to wholly online programs. Students will be charged \$500 per credit hour. For the 36 credits required for completion of the proposed program, the total cost will be \$18,000. A review of five institutions offering similar online degrees found that the cost for in-state residents varied from \$13,497 to \$45,990 with the average cost at \$25,250. For out-of-state students, the cost varied between \$24,370 and \$45,990. The nearest face to face program is offered at Weber State; cost for an Idaho resident would be \$34,385, nearly twice that of BSU's program.

A gradual increase to the maximum number of students per cohort is anticipated. In the "ramp up" period, there will be two cohorts of 16 students accepted to the program. The anticipated enrollment over time is enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable. The program will not require the use of any new state appropriated funds.

Sunset clause: Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are what translates to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve breakeven by year four is 714 annual student credit hours, which equates to approximately 30 student FTE. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, if program revenues do not cover expenses, possible discontinuation of the program will be addressed.

**ATTACHMENTS**

Attachment 1 – BSU Online Programs as of October 2017	Page 5
Attachment 2 – Master of Science in Respiratory Care proposal	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) proposes the creation of a program offered completely online, that awards a Master of Science in Respiratory Care. BSU's proposed MS in Respiratory Care is consistent with their service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. The program will also help meet the growing demand for health service professionals in the region and state. As provided in Board Policy III.Z, no institution has the statewide program responsibility for respiratory care programs.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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Fiscal assessment: The proposed on-line program fee for this Master's Degree program should be market-competitive with similar programs offered in other states, providing a price break for Idaho students who seek out this degree as well as for many out-of-state students who may choose to participate in BSU's program cohort.

The program will operate under Board Policy V.R as it pertains to online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions, and BSU plans to charge \$500 per credit, which translates to a total program cost of \$18,000 for the 36 required credits.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 16, 2017; to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 7, 2017; and to the Business Affairs and Human Resources (BAHR) Committee on December 8, 2017.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

**BOARD ACTION**

I move to approve the request by Boise State University to create a new online program that will award a Master of Science in Respiratory Care in substantial conformance to the program proposal submitted as Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the request by Boise State University to designate an online program fee for the Master of Science in Respiratory Care in the amount of \$500 per credit in conformance with the program budget submitted to the Board in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**COLLEGE OF EASTERN IDAHO**

**SUBJECT**

Associate of Science Degree

**REFERENCE**

July 2017                      The Board approved Associate of Arts Degree program.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. and III.N.

**BACKGROUND/DISCUSSION**

College of Eastern Idaho (CEI) is proposing a new Associate of Science degree program. The proposed program is designed to allow students to develop a pathway to completion of an associates and baccalaureate program, depending on each student's goals. Students will be required to complete 60 credit hours consisting of 12-24 college-level credits in the program of study of their choice and any electives that relate to the program. In addition, students will complete the minimum 36 hours of General Education Matriculation (GEM) curriculum prescribed in Board Policy III.N. General Education.

The proposed associate's program will build upon existing partnerships with Idaho's public four-year institutions and will provide for improved curriculum alignment and seamless transfer, thus enabling students to enter baccalaureate programs at "junior" status.

**IMPACT**

Approval of the academic program will allow CEI students to enroll in the Associate of Science Degree program as degree-seeking undergraduates beginning in Spring 2018. Academic coursework completed will be transferable to other two-year and four-year institutions in Idaho, and will enable students to have another option in the state through which their educational goals can be completed. The curriculum to be offered is consistent with Associate of Science programs offered across the state, and instructional resources will be provided through a one-time legislative appropriation, community college district tax revenue, and tuition and fees. Furthermore, students will be eligible to receive financial aid as a result of having degree-seeking status.

**ATTACHMENTS**

Attachment 1 – Program Proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Northwest Commission on Colleges and Universities (NWCCU) has reviewed and processed the Associate of Science degree as a minor change under the NWCCU policies on June 28, 2017. Additionally, the Board of Trustees of the

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College of Eastern Idaho formally approved the Associate of Science degree at their meeting held on November 15, 2017.

The proposed degree is modeled after other existing associate degree programs offered by Idaho community colleges. CEI is committed to working on creating clear pathways and 2+2 options with Idaho four-year institutions. Currently, CEI has established three pathways with the University of Idaho to include Environmental Science, Industrial Technology, and Agriculture. Efforts are underway to create potential options with Idaho State University.

Instead of establishing multiple A.S. degree programs, CEI has indicated it will strive to utilize the existing curriculum structure to designate pathway opportunities for students based on academic and career goals.

CEI projects initial enrollment for the proposed Associates of Science degree to be 350 students in its first year of implementation and anticipates enrollment will continue to increase as the college actively increase recruitment efforts. CEI indicates existing facility capacity will allow for an enrollment of approximately 4,000 students.

The proposed Associates of Science degree is not currently listed on Eastern Idaho Technical College's (EITC) five-year plan due to the prior uncertainty of the outcome of establishing the community college district. EITC/CEI will be working on transitioning and updating their plan this academic year to include other potential academic programs. Once fully transitioned to CEI, the institution will be establishing its own plan.

The proposal was reviewed by the Council on Academic Affairs and Programs and was recommended for approval by the Instruction, Research, and Student Affairs committee on December 7, 2017.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by College of Eastern Idaho to create a new Associate of Science degree as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Doctor of Physical Therapy Program Expansion to Meridian Health Sciences Center

**REFERENCE**

August 2016                      The Board approved the budget line item request to expand the Doctor Physical Therapy program to Meridian.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) proposes to expand their existing Doctor of Physical Therapy (DPT) Program in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC). The current DPT Program in Pocatello admits 24 students each year into the 3-year graduate program and is proposing to add an additional cohort of 24 students at the MHSC beginning Fall Semester, 2018.

The requested expansion will be tied to the existing DPT Program in Pocatello as the students will receive the same academic curriculum through distance learning technology. This request will not replace any existing programs. The ISU DPT Program is the only one in the state of Idaho and ISU has the statewide responsibility for the program.

**IMPACT**

Adding an additional cohort of 24 DPT students at the MHSC in 2018 will double the number of graduates in 2021 and therefore increase the number of graduates eligible to be licensed as a physical therapist in the state of Idaho. There is a large, unmet demand for physical therapists in the state that is only projected to increase over time as the percentage of the population over the age of 65 years expands and the state population grows.

Expanding the DPT Program to the MHSC requires building three specialized labs and a classroom all with distance learning technology (to be completed November 2017), interprofessional clinic treatment areas, and adding four new faculty members (two already hired), and one staff position with the office space to support their functions. In addition, 4-6 additional cadavers will need to be purchased by the Treasure Valley Anatomy and Physiology Lab each fall semester. A remodel of the Pocatello campus Garrison 2<sup>nd</sup> and 3<sup>rd</sup> floors to add distance learning technology to the existing DPT Program space is also needed (to be completed by June 2018). No new courses will be created for the

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proposed expansion but additional sections and adjunct faculty may need to be added to and for courses taught by the Department of Biological Sciences at their discretion. Two new classified video instruction managers will be hired to ensure distance learning staffing is sufficient to handle the increased number of classrooms/labs regularly using technology.

**ATTACHMENTS**

Attachment 1 – Proposal for expansion of the DPT program to Meridian Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU provides the foundation for the expansion of the Doctor of Physical Therapy and a clear need for additional physical therapy professionals. ISU's proposed program expansion to Meridian is consistent with their Statewide Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs.

ISU's Physical Therapy program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of \$880 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal went through the program review process with the Council on Academic Affairs and Programs (CAAP) and was presented to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 7, 2017.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to approve the Doctor of Physical Therapy Program Expansion to Meridian as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**AUDIT  
DECEMBER 21, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	FY 2017 FINANCIAL STATEMENT AUDITS	Motion to approve
2	FY 2017 FINANCIAL RATIOS	Information item
3	FY 2017 NET POSITION BALANCES	Information item
4	LEWIS-CLARK STATE COLLEGE FOUNDATION OPERATING AGREEMENT	Motion to approve

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**AUDIT  
DECEMBER 21, 2017**

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**SUBJECT**

College/university FY2017 audit findings reported by the Idaho State Board of Education's external auditor

**REFERENCE**

December 2016

Board reviewed FY 2016 audit findings

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Bylaws, Section V.H.4.f.

**BACKGROUND/DISCUSSION**

The Idaho State Board of Education (Board) has contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

The financial audits for FY2017 were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements prepared by each of the five institutions.

**IMPACT**

There were two significant findings for Boise State University, related to internal controls for Research and Development. There was one significant finding for the University of Idaho, related to posting of journal entries. Moss Adams' audit results presentation, which was provided to the Audit Committee, is attached for the Board's reference.

**ATTACHMENTS**

Attachment 1 - Moss Adams Audit Results Report

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

On November 8, 2017, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the audited colleges and universities on their financial statements. Board members were provided with copies of the audit reports and financial statements. The institutions which received significant findings have identified actions to correct and prevent recurrence of the noted problems. Staff recommends acceptance of the financial audit reports submitted by Moss Adams.

**AUDIT**  
**DECEMBER 21, 2017**

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**BOARD ACTION**

I move to accept from the Audit Committee the Fiscal Year 2017 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**AUDIT  
DECEMBER 21, 2017**

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**SUBJECT**

FY 2017 College and Universities' Financial Ratios

**BACKGROUND/DISCUSSION**

The ratios presented measure the financial health of each institution and include a "Composite Financial Index" based on four key ratios. The ratios are designed as management tools to measure financial activity and key trends within an institution over time. They typically do not lend themselves to comparative analysis between institutions because of the varying missions and structures of the institutions and current strategic initiatives underway at a given institution at a given time.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally-developed ratio benchmarks model is built around this combined picture.<sup>1</sup> An institution's foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

This year the institutions were asked to add two additional ratios: Debt Burden and Life of Capital Assets. The Debt Burden ratio is calculated as debt service divided by adjusted expenditure. The benchmark for this ratio is set by the institution for no more than 8% per Board policy. The Age of Capital Assets ratio is calculated as accumulated depreciation divided by depreciation expense. The benchmark for this ratio is 10 for research institutions and 14 for undergraduate liberal arts institutions.

<b>Ratio</b>	<b>Measure</b>	<b>Benchmark</b>
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net assets	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether institution is living within available resources	2.00%
Composite Financial Index	Combines four ratios using weighting	3.0
Debt Burden	Institution's dependence on borrowed funds	<= 8%
Age of Capital Assets	Recent vs deferred investments	10 - 14

**IMPACT**

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<sup>1</sup> See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

**AUDIT**  
**DECEMBER 21, 2017**

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These financial ratios and analyses are provided in order for the Board to review the financial health and year-to-year trends at the institutions. The ratios reflect a financial snapshot as of fiscal year end. The Audit Committee reviews key financial performance factors on a quarterly basis.

**ATTACHMENTS**

Boise State University	Page 3
Idaho State University	Page 5
University of Idaho	Page 7
Lewis-Clark State College	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff will provide a brief tutorial on the definition and uses of the four key ratios and the Composite Financial Index. Institution representatives will be ready to provide a brief analysis of their financial ratios and answer Board members' questions.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

**AUDIT  
DECEMBER 21, 2017**

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**SUBJECT**

FY 2017 College and Universities' Unrestricted Net Position Balances

**REFERENCE**

December 2012-2017

Annual Audit reports submitted to the Board

**BACKGROUND/DISCUSSION**

Net position balances provide a tool to gauge the amount and types of assets held by an institution. An analysis of unrestricted expendable assets provides insights into some of the "reserves" which might be available in order for an institution to meet emergency needs. The net position balances as of June 30, 2017 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. The net position reports for the four institutions are broken out by the following categories:

**Invested in capital assets, net of related debt:** This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

**Restricted, expendable:** This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

**Restricted, nonexpendable:** This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

**Unrestricted:** This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all sources of revenue noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

**Obligated:** Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**AUDIT  
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**Designated:** Designated net position represents balances not yet legally contracted but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

*Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2017, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.*

**Unrestricted Funds Available:** Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

**IMPACT**

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5%, as measured by "Unrestricted Available" funds divided by annual operating expenses. This benchmark was originally included in the Board's strategic plan but removed when the plan was recently streamlined. Staff has proposed (in a separate agenda item) an amendment to Board Policy V.B. to incorporate the 5% target in policy. The institutions' unrestricted funds available as a percent of operating expenses over the past five fiscal years are as follows:

	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
<b>BSU:</b>	5.0%	6.1%	5.1%	5.3%	5.5%
<b>ISU:</b>	12.6%	16.2%	15.6%	11.8%	7.8%
<b>UI:</b>	2.7%	4.2%	5.1%	5.4%	5.0%
<b>LCSC:</b>	5.1%	6.5%	6.3%	6.0%	5.2%

**ATTACHMENTS**

BSU Net Position Balances	Page 4
ISU Net Position Balances	Page 6
UI Net Position Balances	Page 8
LCSC Net Position Balances	Page 10



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**STAFF COMMENTS AND RECOMMENDATIONS**

All four of the affected institutions met the Board's 5% reserve target in FY2017. Representatives from the institutions are ready to provide a brief analysis of their financial net position balances and year-to-year trends.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**AUDIT**  
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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Revised operating agreement with Lewis-Clark State College (LCSC) Foundation

**REFERENCE**

October 2009	Board approved LCSC operating agreement with LCSC Foundation
August 2012	Board approved revised operating agreement
February 2015	Board approved revised operating agreement

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.E.

**BACKGROUND/DISCUSSION**

State Board policy stipulates that *“each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution.”* The proposed revision to the LCSC operating agreement updates the agreement approved by the Board in 2015 to address the following points:

- 1) Extends the term of the agreement from March 2018 to March 2021.
- 2) Revises Exhibit F to further clarify the intention of Board Policy V.E. by adding the statement, *“No board member shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held within the Foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis”* at the conclusion of paragraph three.

**IMPACT**

The proposed revisions will update the agreement to reflect a three-year extension to March of 2021 and will provide clarity within the conflict of interest form to align more clearly with Board Policy V.E.

**ATTACHMENTS**

Attachment 1 – Revised LCSC Foundation Operating Agreement	Page 3
Exhibit A - Gift Acceptance Policy	Page 13
Exhibit B - Accounting of Gift Revenue Policy	Page 14
Exhibit C - Investment Policy Statement	Page 15
Exhibit D - Director’s Insurance	Page 19
Exhibit E - Committee Descriptions	Page 21
Exhibit F – Policy on Conflict of Interest	Page 23

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**STAFF COMMENTS AND RECOMMENDATIONS**

The revised language in Exhibit F follows the wording included in Board Policy V.E.2.c.v. on Conflict of Interest and Code of Ethics and Conduct. The Audit Committee reviewed the proposed revision to the LCSC-LCSC Foundation Operating Agreement at its meeting on November 8, 2017 and has forwarded it to the Board for approval. Approval of the proposed revised agreement will also restart the three-year cycle for future Board review and approval, if no other substantive revisions are needed prior to March 2021.

Staff recommends approval.

**BOARD ACTION**

I move to approve the revisions to the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation, Inc., as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>IDAHO STATE UNIVERSITY</b> Multi-Year Employment Agreement – Men’s Football Head Coach	Motion to Approve
<b>2</b>	<b>UNIVERSITY OF IDAHO</b> Amendment to Multi-Year Employment Agreement – Men’s Basketball Head Coach	Motion to Approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Multi-year contract for Head Men's Football Coach

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.H.1 and II.F.2.

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) wishes to extend a multi-year contract to Rob Phenicie as Head Men's Football Coach. Coach Phenicie assumed duties as the Head Men's Football Coach on March 31, 2017 upon the departure of former Head Men's Football Coach Michael Kramer. Coach Phenicie's ten-month contract terminates January 31, 2018. Material changes to the Model Athletics Multi-Year Contract include:

- Supplemental compensation terms for earning recognition as the Big Sky Conference Football Coach of the Year (see Section 3.2.5)
- Supplemental compensation terms for attaining a certain number of regular season wins (see Section 3.2.6)
- Supplemental compensation terms for advancing in the NCAA Football Championship Subdivision post-season playoffs (see Section 3.2.7)
- Revisions to the liquidated damages for termination for convenience by the Coach (see Section 5.3.3)

**IMPACT**

The annual base salary of \$165,006.40 will be paid from appropriated funds. Coach Phenicie will also be eligible to receive an increase in compensation each fiscal year in accordance with increases as determined by the Athletic Director and University President and approved by the Board.

In addition, Coach Phenicie has the opportunity to earn the following as supplemental compensation:

- Two week's pay of annual salary each year the team is the conference champion or co-champion (see Section 3.2.1)
- Two week's pay of annual salary each year the team competes in the NCAA Football Championship Subdivision post-season playoffs (see Section 3.2.2)
- Up to \$8,000 based on academic achievement and behavior of the team members (see Section 3.2.3)

Four Year APR Score  
Score of 970-979

Incentive Pay Up To:  
\$ 2,000.00

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Score of 980-989	\$ 4,000.00
Score of 990-999	\$ 6,000.00
Score of 1,000	\$ 8,000.00

- Up to \$10,000 based on ticket sales (see Section 3.2.4)

<u>Average Home Attendance</u>	<u>Incentive Pay up to:</u>
6,000-6,999	\$2,000.00
7,000-7,999	\$4,000.00
8,000-8,999	\$6,000.00
9,000-9,999	\$8,000.00
10,000+	\$10,000.00

- Two week's pay of annual salary each year Coach is recognized as the Big Sky Conference Football Coach of the Year (see Section 3.2.5)

- Up to \$10,000 for regular season wins

<u>Wins</u>	<u>Incentive Pay up to:</u>
8 wins:	\$2,000.00
9 wins:	\$4,000.00
10 wins:	\$6,000.00
11 wins:	\$8,000.00
12 wins:	\$10,000.00

- Up to \$10,000 each year the team advances in the NCAA Football Championship Subdivision post-season playoffs

Play-in	8 Teams	1 <sup>st</sup> Win	\$5,000.00
Round 2	16 Teams	2 <sup>nd</sup> Win	\$5,000.00
Round 3	8 Teams	3 <sup>rd</sup> Win	\$5,000.00
Round 4	4 Teams	4 <sup>th</sup> Win	\$8,000.00
Round 5	2 Teams	5 <sup>th</sup> Win	\$10,000.00

Possible national championship winner computation bonus total:  
\$28,000.00/\$33,000.00

- Coach Phenicie has waived the right to receive supplemental pay for participating in "money games". Instead, the payment will be distributed as follows: one percent (1%) of the contractual payment will be paid in equal shares to each assistant coach if the team loses, and three percent (3%) of the contractual payment will be paid in equal shares to each assistant coach if the team wins.

Maximum potential annual compensation is \$226,006.40, excluding revenue from youth football camps.

The proposed liquidated damages are consistent with past Head Football Coach contracts and as previously approved by the Board. Liquidated damages (see



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Section 5.3.3) in the event Coach Phenicie terminates the contract for convenience are:

- If the Agreement is terminated on or before January 31, 2019, the sum of \$30,000.00
- If the Agreement is terminated between February 1, 2019 and January 31, 2020 inclusive, the sum of \$20,000.00
- If the Agreement is terminated between February 1, 2020 and January 31, 2021 inclusive, the sum of \$10,000.00

Coach Phenicie is eligible for the Courtesy Car program whereby local dealers provide courtesy vehicles for use by various coaches. The Idaho Department of Administration Risk Management Program insures the courtesy vehicles for business use, and the coach is required to provide personal, non-owned car coverage pursuant to Board policy II.F.2.b.vi.

**ATTACHMENTS**

Attachment 1 – Coach Contract Checklist	Page 5
Attachment 2 – Clean version—Model Athletics Multi-Year Contract	Page 7
Attachment 3 – Exhibit C (see 4.1.4)	Page 21
Attachment 4 – Redline version—Model Athletics Multi-Year Contract	Page 23
Attachment 5 – 4-year history of APR/national average APR	Page 41
Attachment 6 – Base salaries, incentives - other coaches in conference	Page 43
Attachment 7 – Liquidated damages - other coaches in conference	Page 45

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed three-year employment agreement for Coach Phenicie requires Board approval because the potential maximum annual compensation (when bonuses are included) is \$200,000 or more. There are incentives for the academic performance of student athletes in the program. The proposed contract and accompanying support material in the attachments conform to the requirements established in Board policy for coach and athletic director contracts.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to enter into a multi-year employment agreement with Rob Phenicie as Men's Football Head Coach, for a term expiring January 21, 2021 (or as per the terms of the contract) as presented in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Amendment to University of Idaho multi-year contract for Men's Basketball Team Head Coach.

**REFERENCE**

October 2014 Idaho State Board of Education (Board) approved multi-year contract

October 2017 Board approved multi-year contract extension

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Polices & Procedures Section II.H.1.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) requests Regents' approval of an amendment to the contract of employment for the Men's Basketball Team Head Coach to correct an error in the document approved by the Board on October 19, 2017. The Amendment eliminates the 4% annual salary increases that were erroneously included in section 3.1.1.a of the approved contract. The UI and Coach agree that this term was included in error and was not part of the agreed upon terms. Instead, Coach is entitled to consideration for university-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents.

**IMPACT**

The term of the employment contract runs through June 30, 2021.

The proposed Amendment results in the following change in the agreed compensation:

<u>Year</u>	<u>Original Agreement</u>	<u>Amended Agreement</u>
2017-18	\$185,432.00	\$185,432.00*
2018-19	\$192,849.28	\$185,432.00*
2019-20	\$200,563.25	\$185,432.00*
2020-21	\$208,585.78	\$185,432.00*

\*Subject to University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents.

All other terms, covenants and conditions of the contract as approved remain.

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**ATTACHMENTS**

Attachment 1 – Amendment

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board approval of Coach Don Verlin’s employment agreement is required because the contract duration (greater than three years) and total potential maximum compensation, including bonuses (\$200,000 or greater) exceed the thresholds in Board Policy II.H. The elimination of the erroneous automatic 4% annual increase does not negate either the duration or total compensation thresholds in this particular case.

Staff recommends approval.

**BOARD ACTION**

I move to approve the University of Idaho’s request to amend the multi-year employment contract for the Men’s Basketball Team Head Coach, which was approved by the Board on October 19, 2017, in substantial conformance to the Amendment form submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.B. – Budget Policies – First Reading	Motion to approve
<b>2</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.E. – Gifts and Affiliated Foundations – First Reading	Motion to approve
<b>3</b>	<b>FY2019 PERMANENT BUILDING FUND</b> Permanent Building Fund Advisory Council (PBFAC) Recommendations	Information item
<b>4</b>	<b>BOISE STATE UNIVERSITY</b> Authorization for Issuance of General Revenue Bonds	Motion to approve
<b>5</b>	<b>IDAHO STATE UNIVERSITY</b> One-time Transfer of NCAA Endowment Funds Through the ISU Foundation	Motion to approve
<b>6</b>	<b>UNIVERSITY of IDAHO</b> Authorization for Issuance of General Revenue Bonds	Motion to approve

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**SUBJECT**

Amendment to State Board of Education Policy V.B.—first reading

**REFERENCE**

October 2012	Idaho State Board of Education (Board) approved revisions to Occupancy Cost policy in Policy V.B.
December 2015	Board approved second reading of amendment to Policy V.B., revising Occupancy Cost request notification procedures

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

**BACKGROUND / DISCUSSION**

This proposed amendment to Board Policy V.B. revises and clarifies the process for notification and verification of Occupancy Cost requests. The amendment also incorporates a new paragraph to place the Board’s earlier-approved guidelines on minimum institutional financial reserve targets within Board policy.

The proposed revisions to Paragraph 10 of the policy clarify that the Occupancy Cost formula for the custodial costs of newly eligible space is a linear formula based on one custodian per each 26,000 square feet. An example is provided illustrating the computation for an incremental increase of 13,000 square feet. This wording aligns the text of the policy with current practice and does not increase or decrease the computed costs for custodial support. [Note: custodial cost computations can change from one year to another if the State’s pay grade for classified staff custodians are adjusted.] The policy recognizes that eligible new space, regardless of size, requires custodial support, and this requires allocation of custodians’ time, regardless of whether new custodians are hired or if the incremental workload is distributed among an institution’s pool of custodial employees.

An additional revision is proposed to Paragraph 10 to provide guidance to institutions to facilitate timely and accurate “verification” reports on Occupancy Costs, once an institution occupies a facility. This change complements the recent initiative to standardize Occupancy Cost request “notification” reports to the Division of Financial Management (DFM) and the Legislative Services Office (LSO). The streamlined process should significantly improve verification reporting. A link is provided to a standardized data sheet (Attachment 2), developed by Board Staff in coordination with the institutions, for consistent reporting of both initial notification and final verification for Occupancy Cost requests.

A new Paragraph 12 on “Target Reserves” is proposed to capture the Board’s previous guidance (that the affected institutions maintain at least 5% financial reserve levels, as computed by dividing available unrestricted funds by annual

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operating expenses) which is relocated from its previous location in an earlier version of the Board's Strategic Plan.

**IMPACT**

Approval of the proposed amendments will clarify and streamline Occupancy Cost request procedures and will improve the associated notification and verification reports submitted to DFM and LSO. There should be no fiscal impact to current budgets as a result of the proposed changes, beyond improving the accuracy of estimates and final computations of Occupancy Costs. The amendments also incorporate the Board's guidance on minimum financial reserve levels into Board policy, thereby documenting the earlier-established minimum reserve level for use by institutions as they develop and implement their strategic plans.

**ATTACHMENTS**

Attachment 1 – Amendment to Board policy V.B. – first reading	Page 3
Attachment 2 – Occupancy Cost notification/verification data sheet	Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed revisions to Board Policy V.B. were reviewed by the Business Affairs and Human Resources Committee and Financial Vice Presidents on December 8, 2017. The revisions will improve the Occupancy Cost request process and assist the institutions as they manage financial reserves.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of the proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_



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**SUBJECT**

Amendment to Idaho State Board of Education Policy V.E. – First Reading

**REFERENCE**

February 2006                      Board approved the second reading of amendment to Board policy V.E.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

**BACKGROUND/DISCUSSION**

Board Policy V.E. provides guidance on institutions' relationships with their affiliated foundations, and the Board's role in approving institution-foundation operating agreements. Affiliated foundations operate as Idaho nonprofit organizations that are legally separate from the institutions and are recognized as 501(c)(3) public charities by the Internal Revenue Service. The institution is required to enter into a written operating agreement with each of its affiliated foundations.

Current practice, in place since the main provisions of Policy V.E. were established, is that in cases where an affiliated foundation routes all donations, gifts, monies, properties, etc., to the host institution through another recognized foundation (e.g., if a booster organization routes all funds to the institution through the institution's primary foundation), the Board must periodically approve the institution-operating agreement only for the foundation which transfers funds directly to the institution. The proposed amendment clarifies policy to conform to current practice, and it provides a template for use by institutions and the Board in developing and updating operating agreements submitted to the Board for approval.

**IMPACT**

Under the proposed amendment, institutions and their affiliated foundations will continue to have the option to provide foundation-raised funding directly to the institution, on the basis of Board-approved operating agreements. Affiliated foundations that prefer to route all funds/gifts to the institution through another Board-approved foundation, could do so, and recurring approval of their operating agreements would not be required. This arrangement ensures continued Board oversight over resources provided to institutions under its authority, while maintaining a degree of flexibility in the operation of various foundations which support the institutions. This clarification to policy should have no direct financial impact on the institution's finances/budget.

**ATTACHMENTS**

Attachment 1: V.E. Gifts and Affiliated Foundations                      Page 3  
Attachment 2: Affiliated Foundation Agreement Template                      Page 15

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**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment brings the text of the policy into conformance with current practice and the stated intent of the Board at the time the applicable sections of policy V.E. were established in 2006. The updated policy enables continued close oversight of funds/gifts/properties being conveyed between an institution and an affiliated foundation. The amendment also incorporates a number of minor technical revisions and a reorganization of material to improve clarity and user-friendliness. A standard template for foundation operating agreements has been developed in order to streamline the current review and approval process, and is provided at Attachment 2.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading revisions to Board policy V.E. and use of the associated affiliated foundation agreement template, as presented in Attachments 1 and 2, respectively.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

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**SUBJECT**

FY 2019 Permanent Building Fund Advisory Council recommendations

**REFERENCE**

August 2017 State Board of Education (Board) approved the FY2019 Permanent Building Fund (PBF) capital project requests submitted by the universities and noted the capital project requests submitted by the community colleges

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

**BACKGROUND/DISCUSSION**

Annual budget requests for major construction projects—i.e. capital projects, alteration and repair (A&R) projects, and Americans with Disabilities Act (ADA) projects—follow a dual-track approval process. In addition to the oversight and approval process provided by the Board, major construction project budget requests are also subject to review and prioritization by the Permanent Building Fund Advisory Council (PBFAC), with staff assistance provided by the Division of Public Works (DPW). After the Board deliberated upon and approved PBF requests from the colleges and universities in August 2017, the requests were submitted to DPW for review, and DPW then developed recommendations for the distribution of limited PBF dollars for FY2019 which were considered and approved by the PBFAC on November 2, 2017.

The infrastructure needs of the higher education institutions significantly exceed the available resources within the PBF. Deferred maintenance needs at the institutions are calculated to be on the order of hundreds of millions of dollars. Idaho institutions' needs reflect the national trend in which average deferred maintenance per square foot at public institutions is approximately \$110 dollars per square foot. The four 4-year institutions in Idaho own and maintain over 15 million square feet of facilities, suggesting a deferred maintenance level (not counting the community colleges' facilities) of over \$1 billion. The PBF dollars available for allocation to all state agencies in FY2019 total approximately \$33.2 million. Within that amount, the PBFAC has recommended approximately \$3.0M for capital construction projects, \$28.9M for A&R projects, and \$1.3M for ADA projects.

The recommended PBF allocation for FY2019 differs sharply from the FY2018 approach. For FY2018 a typical number of A&R and ADA requests were funded, while over \$42M in additional funding was provided for new capital construction projects for higher education, including \$10M for BSU's Center for Materials Science; \$10M for LCSC's Career Technical Education Facility; \$10M for UI's Center for Agriculture, Food and the Environment; \$10M for ISU's Gale Life Sciences Building; and \$2.4M for the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) facility expansion in Moscow. This exceptional level of one-time capital project funding was made possible by the infusion of over \$45M of General Fund dollars to supplement the FY2018 PBF pool.

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The PBFAC’s recommendations for FY2019 emphasize A&R projects. The Governor and representatives of the Division of Financial Management (DFM) and Legislative Services Office (LSO) met with the PBFAC, the Director of the Department of Administration, DPW Staff, and Board Staff on the morning of November 2, 2017 to discuss the Governor’s PBF priorities for FY2019. The Governor stressed the need for increased focus on deferred maintenance needs, and he suggested that PBF support for construction of new facilities be limited. He stressed the need to maintain the facilities we have, even though that function often appears to be less glamorous and less likely to earn matching funds from external donors than building and naming brand new facilities. In response to the Governor’s questions, Board staff providing a brief outline of the higher education facilities Occupancy Cost process (which includes ongoing funding to maintain facilities), the scope of deferred maintenance needs at the institutions, and the significant resources that the colleges and universities have provided from internal and external sources to leverage the limited PBF pool of dollars—which has remained essentially constant for decades. Board staff also emphasized that addressing deferred maintenance needs and keeping higher education facilities in safe working order to support the education of students has been—and continues to be—a priority for the State Board of Education.

The table below summarizes the higher education capital project requests for FY2019.

FY2019 Permanent Building Fund Requests	Project Cost	
	PBF Request	Total Project Cost
<b>Boise State University</b>		
New Academic Building	10,000,000	30,000,000
College of Innovation and Design	10,000,000	15,000,000
Science Laboratory Building	10,000,000	15,000,000
<b>Idaho State University</b>		
ISU Health and Wellness Center	3,500,000	3,500,000
Relocate COT programs to Eames bldg (Phase 2)	6,510,000	6,510,000
Remodel Frazier Hall basement	1,299,700	1,299,700
Meridian dental expansion	2,300,000	2,300,000
<b>University of Idaho</b>		
Library Renovations/Student Success Improvements	2,800,000	2,800,000
Research and Classroom Facility	4,000,000	20,000,000
<b>College of Southern Idaho</b>		
Canyon Building Remodel and Modernization	829,000	829,000
<b>College of Western Idaho</b>		
Nampa Campus Health Science Building	2,500,000	46,000,000
Boise Campus Building & Site Development	750,000	60,000,000
<b>North Idaho College</b>		
Meyer Health Science Bldg addition	4,875,950	4,875,950
<b>Total</b>	59,364,650	208,114,650

LCSC and EITC had no capital project PBF requests for FY 2019

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The PBFAC’s FY2019 PBF recommendations for higher education conform to the Governor’s emphasis on deferred maintenance. Out of the \$59.4 million in PBF requests by the colleges and universities for capital projects, only one institution (College of Southern Idaho) was recommended for PBF support—and that \$830,000 recommendation was for the remodel of an existing facility. No “brand new” facility projects made the PBFAC recommendation list. In contrast to the austere recommendation for capital (new building) projects, the FY2019 PBF list provides a healthy allocation of funds for A&R projects and ADA requests. The PBF allocations to the higher education institutions in these categories is, on average, higher than the typical funding levels of recent years. The list of the PBFAC’s recommendations is summarized in the table below, and an itemized list of recommended projects for FY2019 is provided in Attachment 1.

<b>FY2019 PBF Recommendations</b>	<b>Capital Projects</b>	<b>Alteration &amp; Repair</b>	<b>ADA</b>
<b>Boise State University</b>	-	4,439,791	350,000
<b>Idaho State University</b> (incl. \$733,139 for CHE in IF)	-	5,152,279	350,000
<b>University of Idaho</b>	-	4,346,300	330,600
<b>Lewis-Clark State College</b>	-	900,000	-
<b>Eastern Idaho Technical College</b>	-	592,000	-
<b>College of Southern Idaho</b>	830,000	926,000	-
<b>College of Western Idaho</b>	-	385,000	-
<b>North Idaho College</b>	-	770,000	-
<b>Total</b>	830,000	17,511,370	1,030,600

The PBFAC will continue its efforts to educate lawmakers on the need for additional funding to support Idaho’s infrastructure, and the Council echoed the Governor’s point that deferred funding for maintenance of facilities is shifting a major burden onto the backs of future generations of Idahoans. The Council intends to explore avenues in which additional infusions of General Fund dollars into the PBF would be possible.

The next phase in the facilities funding process will be centered on the Joint Finance-Appropriations Committee’s consideration of the recommendations from the PBFAC and the Governor’s FY2019 budget request.

**IMPACT**

The PBFAC’s FY2019 PBF recommendations will be helpful to the institutions as they work to address the highest priority items on their deferred maintenance lists. The focus

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on A&R projects for the FY2019 funding cycle complements the approach taken in FY2018 in which higher education received exceptional support for major capital projects. Regardless of the balance point between new facilities construction and maintenance of current facilities in annual PBF budgets, the total dollars available from the state at the current PBF funding levels are insufficient to sustain the infrastructure needs of higher education and sister agencies in the state.

**ATTACHMENTS**

Attachment 1-FY2019 PBFAC PBF recommendations

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Efforts by the Board and the institutions and agencies under its authority to educate lawmakers and the public on infrastructure support needs should continue. The Governor has expressed his interest in revisiting the facility sustainment approaches and formulas established in the higher education Occupancy Cost process to improve the current system. Board staff will continue to point out the costs/benefits trade-off analysis that drives decisions to demolish and replace some of the system's oldest, maintenance-intensive facilities with new, safe, and efficient facilities. There should be a balance of funding for capital projects, A&R projects, and ADA projects within annual budget cycles and over time. A process which could tap sufficient reserves to take advantage of economic cycles (the ability to continue infrastructure investments during economic downturns, when construction costs are most favorable) would be helpful.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Authorization for issuance of general revenue project bonds

**REFERENCE**

August 2014	Idaho State Board of Education (Board) approved Alumni and Friends Center development and occupancy agreement
October 2015	Board approved planning and design of Center for Materials Science Research
December 2016	Board approved planning and design for relocation of displaced facilities operations and central receiving into a new Campus Planning and Facilities building
August 2017	Board approved construction of Micron Center for Materials Research

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8, V.F, V.I, V.K  
Title 33, Chapter 38, Idaho Code

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests approval to issue tax-exempt general revenue bonds (“Series 2018A Bonds”) pursuant to a Supplemental Bond Resolution in an amount not to exceed \$20,702,000.

Construction Projects NTE	\$16,500,000
Alumni and Friends Center	4,000,000
Estimated issuance costs	<u>202,000</u>
Maximum Bond Issue	<u>\$20,702,000</u>

In October of 2015, after receiving a \$25 million gift from Micron, BSU received Board approval for planning and design of a new Center for Materials Research to support the growth and prominence of the Materials Science and Engineering (MSE) program. In August 2017, the Board approved the project for construction. This request for financing approval is the final stage before bidding and entering into construction contracts.

Construction Projects

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The MSE program is the leading program in the northwest and has the largest enrollment of any doctoral level engineering program in Idaho. The new state-of-the-art building will be located on University Drive on the block directly west of the Engineering Building/Micron Engineering building. The location and design of the building have been thoughtfully considered to showcase the engineering and research mission of the building and to allow for easy access to the new academic space.

The building will consist of approximately 97,000 gross square feet including world-class research laboratory and computational spaces that will ultimately accommodate MSE faculty/principal investigators in all of the following areas: DNA/bio nano, thin films, applied electrochemistry, computational, and materials chemistry research. In addition to the laboratory spaces, the building will house teaching laboratories, departmental and faculty offices, graduate student and postdoctoral spaces, informal learning areas, and associated support spaces. The building also includes a large tiered lecture hall and two 80-seat classrooms, which have been designed to facilitate active learning methodologies. These new classrooms will be general assignment classrooms and will help offset BSU's need for additional medium/large classrooms on the southeastern side of campus. This project is anticipated to go out to bid in December 2017. Construction will be completed in early spring 2020 with occupancy the summer of 2020.

The corollary project within this larger project is the relocation of the Central Receiving building. The current Central Receiving building is located on the site of the Micron Center for Materials Research (MCMR). The Board has already approved the relocation of Central Receiving and Facilities under a separate project totaling \$1.75 million; thus, the total cost to complete both projects is \$52.25 million.

*Financing Contingency and Volatility*

The Division of Public Works (DPW) was authorized to secure design services and a construction manager-at-risk (CM) for the MCMR project. Current cost estimates include a construction cost of \$42.5 million. Contingencies, architectural and engineering fees, commissioning, testing, audio visual, furniture/fixtures/equipment (FFE), and other administrative and soft costs bring the estimated total MCMR project cost to \$50.5 million.

However, there remains substantial volatility in the construction market. Skilled trades, labor costs and material costs continue to escalate and vary in a sometimes unpredictable manner. In addition to the general construction market, the impact of three destructive Atlantic hurricanes making U.S. landfall this season has yet to materialize. The demand surge for construction workers and materials in Houston, Florida and Puerto Rico may impact the bidding climate this winter as has happened in other particularly bad hurricane seasons.



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The architects and the CM have been providing input related to constructability, cost and timeline. To account for the market volatility, DPW is holding a project contingency of \$1 million; the CM is holding a construction contingency of \$1.9 million as well as an escalation contingency of \$1.5 million. These contingencies are being held to ensure that the project can be built on the approved budget, but the final determining factor will be the amount of the bids opened on bid opening day, early February 2018. Also, to control for the volatility, portions of the building, including build-out of the third floor laboratories and offices and a portion of the first floor labs will be bid as additive alternates in an effort to assure a successful award within the budget. Even with the margin which additive alternates may provide, continuing volatility and inflation in the construction market create risk for the project.

The result of this is a request, as part of the bond resolution delegation that the maximum cost of the bond, and thus the maximum cost of the project, be allowed to increase if necessary to award the bids upon bid opening. Instead of fixing the amount of the bond at \$15 million, BSU is requesting authority to issue bonds in the range of \$15 million to \$16.5 million. While none of the cost estimators feel that the upper range is likely, the flexibility to issue up to that amount will ensure that there is not a gap upon bid opening that could delay construction. In fact, the architects and CM feel that the original budget is sufficient given the contingencies they are holding and, in a worst case scenario, feel that additional budget authority of \$1.5 million is the most that would be needed to ensure delivery of the building as planned. However, requesting up to \$1.5 million in additional authority is considered prudent at this point to ensure delivery of the project.

The additional bond authority does not materially affect the bond rating, BSU financial ratios, or the ability to repay the bonds. Under the bond delegation statute, the delegation of the final bond amount is allowed, even without the setting of an upper range. BSU is requesting a fixed upper range for both the bond amount and construction project budget.

The effect of the request is to approve a bond issuance and construction budget up to the amount needed to accept the bids for the MCMR in amounts not to exceed \$16.5 million in bonds and \$42.5 million in construction budget.

Alumni and Friends Center

In August of 2014, BSU received Board approval to enter into an agreement for the development, occupancy, ownership and use of the Alumni and Friends Center. Subsequent to this agreement, the Foundation entered into an Idaho Housing and Finance Association \$5 million Nonprofit Facilities Revenue Bond Series 2015 for the purpose of financing a portion of the construction. BSU leases space from the Foundation, under a capital lease, for an amount equal to the debt service payments of this debt. Upon repayment of the debt, the Foundation will donate the building to BSU (see Attachment 8, Paragraph 7).

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The bonds carry a fixed interest rate of 2.38% plus \$5,000 in fees annually (effectively 2.82%) with the final payment due May 1, 2025. The bonds are eligible for prepayment.

BSU intends to issue bonds to repay the Foundation debt allowing the cancellation of the capital lease and transfer of the Alumni and Friends Center to BSU. Under the current interest rate environment, it is projected that the new average interest rate would be approximately 1.83%, inclusive of issuance costs. In addition, once the building is owned by BSU it is eligible for additional occupancy funding. BSU bonds for the Alumni and Friends Center would be repaid by April 1, 2025.

In addition to approval for issuing the bonds, BSU is requesting approval to waive the requirement to have an appraisal performed to acquire the Alumni and Friends Center through donation from the Foundation. The original cost of the building was \$13,822,477.

Principal Amount

Total not to exceed \$20,702,000; approximately \$16.5 million in MCMR construction funding and \$4 million to finance the Alumni and Friends Center.

Maturities and Amortization Plan

To be determined the day of pricing, scheduled for February 13, 2018. The maturity structure for the Alumni and Friend Center, 2018-2025, mimics the current maturity structure for the Foundations outstanding debt. The Micron Center for Materials Research construction portion will be amortized on a level debt service basis 2018-2048.

Source of Security

General Revenue pledge of BSU, excluding appropriated funds, direct grant and contract revenues and restricted gifts.

Ratings

BSU's current ratings are Aa3/A+ by Moody's Investors Service and Standard & Poor's, respectively (see 2016A reports as Attachments 3 and 4).

Rating agency updates will be conducted in January 2018, in anticipation of the 2018A issuance.

The materials science building was noted in the previous rating reports and was anticipated to be \$27 million. The Foundation's debt profile is considered by the ratings agencies when reviewing financial information. This bond will not impact

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the total outstanding debt on the Alumni and Friends Center, but it will reduce the associated interest payments. BSU's financial profile at June 30, 2017 is consistent with the profile as of June 30, 2016. As such, it is management's expectation that the ratings will remain the same after the 2018A issuance.

**IMPACT**

Construction Projects

The funding for the projects leverages the strategic facility fee by utilizing several additional funding sources including a donation from the Micron Corporation, \$10 million in Permanent Building Fund (PBF) Major Capital Project funding, and additional cash donations and pledges.

The projected base funding package is as follows:

PBF funds (FY2018):	\$10,000,000
Fundraising and Other Proceeds:	25,750,000
Strategic Facilities Fees Bonds:	<u>16,500,000</u>
 Total Not to Exceed:	 <u>\$52,250,000</u>

This project will be procured through the Construction Manager at Risk process through the Division of Public Works and/or the Idaho Division of Purchasing standard process as appropriate.

The Alumni and Friends Center

The impact of the request is to allow BSU to reduce its current borrowing costs via a reduction in the interest rate on outstanding debt and to increase revenues associated with occupancy appropriations. This action has no impact on bond ratings as both capital leases and bonds are considered when evaluating debt capacity.

BSU's current debt service ratio is 4.78 percent. The projected maximum ratio, after the 2018A issuance, is 5.68 percent.

**ATTACHMENTS**

Attachment 1 - Draft Supplemental Bond Resolution	Page 7
Attachment 2 - Draft Bond Purchase Agreement	Page 41
Attachment 3 - Moody's 2016A Rating Report	Page 69
Attachment 4 - Standard & Poor's 2016A Rating Report	Page 77
Attachment 5 - Debt Service Projection	Page 87
Attachment 6 - Ten Year Debt Projection	Page 89
Attachment 7 - Draft Preliminary Official Statement	Page 91
Attachment 8 - Alumni and Friends Center Agreement	Page 139

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**STAFF COMMENTS AND RECOMMENDATIONS**

BSU senior administration coordinated in advance with the Board's Executive Director and fiscal staff on the approach being proposed to combine the bond financing for the MCMR and acquisition of the Alumni and Friends Center. The proposed financing plan makes efficient use of resources, keeps BSU within the Board's maximum debt coverage limit, and prudently addresses the risk associated with current construction costs at a time of high volatility of building costs throughout the country. Staff concurs that it makes sense to waive the Board's requirement for an appraisal of the value of the Alumni and Friends Center facility in this particular case—the price equates to the outstanding loan balance (\$4 million) for the Center.

Staff recommends approval.

**BOARD ACTION**

I move to approve the finding that the Center for Materials Science Research is economically feasible and necessary for the proper operation of Boise State University, and to approve a Supplemental Resolution for the Series 2018A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$20,702,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds

and to approve a not to exceed budget for the Micron Center for Materials Research of \$52,250,000.

[Roll call vote is required.]

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to waive the appraisal requirement set forth in Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.f for Boise State University to purchase the Alumni and Friends building from the Boise State University Foundation.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Endowment of one-time NCAA money

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.b.v.

**BACKGROUND/DISCUSSION**

The Board of Governors of the National Collegiate Athletic Association (NCAA) and the NCAA Division I Board of Directors approved a \$200 million one-time distribution to Division I institutions as the result of the liquidation of an NCAA quasi-endowment. The money is intended to assist Division I schools in their efforts to provide support to student-athletes in four different areas: 1) academics, 2) life-skills and career programs, 3) diversity and inclusion, and 4) health and well-being.

Idaho State University (ISU) submitted its Spending Plan Questionnaire to the NCAA, which was approved on August 21, 2017. ISU received a distribution in the amount of \$549,267.00.

ISU's approved plan includes the investment of its one-time money into a permanent endowment through the ISU Foundation. The money that will be spent each year represents five percent (5%) of the anticipated investment income, which is estimated to be \$27,463.35.

The principal amount will not be used to pay any fee by the Foundation as all money must be used for the benefit of student-athletes. However, the Foundation endowment management fee of one and a half percent (1½%) per annum will be paid from investment earnings on the endowment. Detailed records will be kept regarding the investment rate, spending, and uses of the funds as the NCAA will conduct random audits.

Boise State University and the University of Idaho chose to spend the money over time pursuant to their submitted and approved spending plans. Each institution placed its money into a university account, earmarked for the purposes stated in the plans. ISU chose to endow its funds to be able to support our student-athletes in perpetuity in the four areas identified by the NCAA, as ISU has never before had the funding to be able to do so.

**IMPACT**

Approval will allow ISU to transfer the NCAA distributed funds to the ISU Foundation to be used as set out in Attachment 1.

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**ATTACHMENTS**

Attachment 1 – Proposed endowment agreement with ISU Foundation      Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy V.E.2.b.v., Board approval is required for the transfer of institutional funds to one of its affiliated foundations, unless one of the specific exceptions listed in the policy applies. In this instance, the exceptions do not apply, and Board approval is required. Following transfer of ISU's funds, the resulting Foundation endowment will benefit the university's student-athletes and programs.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to transfer \$549,267.00 of one-time money to an endowed fund within the Idaho State University Foundation, to be used as set forth in the NCAA-approved spending plan as described in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Authorization for issuance of General Revenue Bonds, Series 2018A

**REFERENCE**

October 2007

Regents approval of Series 2007B Bonds.

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.  
Section 33-3804, Idaho Code

**BACKGROUND/DISCUSSION**

In 2007 the University of Idaho (UI) issued its Series 2007B Bonds in the par amount of \$35,035,000 to finance an Energy Service Company (ESCO) Project for certain electrical equipment upgrades and certain capital maintenance and replacement of UI's utility corridor, central steam plant and central chiller and related improvements. The 2007B Bonds were issued as "variable rate" bonds with a final maturity of April 1, 2041, but with an interest rate set only for the first 10 years. The 2007B Bonds must be refinanced or the interest rate changes to a weekly floating rate after the initial 10 year period. The financing mechanism utilized in 2007 anticipated that UI could elect to repeat a second 10 year fixed rate, and then a third in another 10 years if it chose. This allowed UI to take advantage of the shorter end of the yield curve in 2007, but exposes UI to interest rate risk to the prevailing market conditions at the end of each term. However, due to changes in the bond market and federal regulations this mechanism is effectively no longer available, and continuing with the original plan of 10 year rate periods is no longer an option.

Thus, UI must either issue new bonds prior to April 1, 2018 to defease and redeem the outstanding 2007B Bonds, or remarket the 2007B Bonds as variable rate bonds subject to a weekly interest rate reset. Based on the fact that prevailing interest rates remain in the range of historic lows, UI's municipal advisor, PFM Financial Advisors LLC ("PFM"), has recommended issuing new bonds at fixed rates to provide funds to defease and redeem the 2007B Bonds.

Principal Amount

Total not to exceed \$35,000,000.

Maturities and Amortization Plan

To be determined the day of pricing, currently scheduled for January 22, 2018. The maturity structure will amortize the 2018A Bonds over the same time frame as the 2007B Bonds, with a final maturity of April 1, 2041.

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Source of Security

General Revenue pledge of UI, excluding appropriated funds, direct grant and contract revenues and restricted gifts.

Ratings

Rating agency surveillance calls were conducted in May and August of 2017. UI's current ratings are Aa3/A+ by Moody's Investors Service (Moody's) and S&P Global Ratings, respectively. UI intends to request a rating only from Moody's for this issue. PFM has advised UI that in the current market underwriters do more in house credit analysis than in years past. With the volume of debt issuance that UI plans to issue, there is less need and less value to continue holding two ratings.

Manner of Sale of Bonds

UI is proposing to sell the 2018A Bonds through a "competitive" bond sale based on the analysis of our municipal advisor, PFM.

UI engaged the services of PFM, a large, national municipal advisory firm, in 2017, and PFM is the municipal advisor for the issuance of the proposed 2018A Bonds. The role of municipal advisor rose to the forefront in 2013 when the Securities and Exchange Commission promulgated extensive rules on the municipal finance industry as part of the Dodd-Frank financial reforms. Significantly, the regulations limited the role of bond underwriting firms (firms that sell bonds to their customers) and required an underwriter to specifically disclose to the public entity whose bonds it was selling that the underwriter does not act in a fiduciary role to the bond issuer. In contrast, a "municipal advisor," which advises the issuer but does not sell bonds, acts with a fiduciary duty to the issuer. UI has elected to adopt this model for its bond issuances so that it has services of a municipal advisor that has a fiduciary duty to UI.

With utilization of PFM as our municipal advisor, many of the tasks historically performed by our underwriter have been assumed by PFM; such as analyzing UI's debt, reviewing documents provided by bond counsel, and orchestrating the rating agency presentations. With the role of the underwriter greatly reduced, PFM believes the most financially advantageous method for selecting an underwriter and selling the bonds is through a "competitive" sale. On the day of the bond sale, UI will receive bids from underwriting firms through an electronic bid platform. Bidders must bid for all the 2018A Bonds and specify the all-in true interest cost. The underwriter whose bid provides the lowest overall interest cost, which is verified by PFM, is the winning bidder, and that underwriting firm then places the bonds with its customers. Attachment 7 contains a memorandum by PFM with respect to a competitive sale and the advantages for UI.

The use of a municipal advisor in this bond transaction results in some minor variations in the documentation trail typically provided to the Board for a competitive sale. For example, note that in Attachment 6—Draft Preliminary



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Official Statement—there is a form of Notice of Bond Sale. This has replaced the form of Bond Purchase Agreement with the Underwriter, which was historically attached to bond requests to the Board. The Bond Purchase Agreement was the contract with a single underwriter selected in advance. The Notice of Sale (page 83) specifies the criteria under which all underwriters must bid.

**IMPACT**

UI is not incurring additional debt, but replacing existing debt that was incurred for essential University infrastructure, which has a long useful life. Since this transaction only replaces existing debt, UI does not expect its current debt burden ratio to be materially impacted.

**ATTACHMENTS**

Attachment 1 – Draft Supplemental Bond Resolution	Page 5
Attachment 2 – Moody’s 2017 Rating Report	Page 59
Attachment 3 – S&P Global Ratings 2017 Rating Report	Page 65
Attachment 4 – Debt Service Projection	Page 73
Attachment 5 – Ten Year Debt Projection	Page 75
Attachment 6 – Draft Prelim. Official Statement (with Notice of Sale)	Page 77
Attachment 7—Memo from PFM on Competitive Sale Methodology	Page 145

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed issuance of refunding bonds at fixed interest rates is a prudent strategy to replace the current debt structure which would expose the university to unpredictable and volatile varied interest rates after 2017. The proposed use of competitive bidding to select an underwriter should help the university obtain a favorable interest rate.

Staff recommends approval.

**BOARD ACTION**

I move to approve a Supplemental Resolution for the Series 2018A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Regents of the University of Idaho authorizing the issuance of General Revenue Refunding Bonds, delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$35,000,000, authorizing the acceptance of the winning bid for sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**A roll call vote is required.**

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