



**August 30<sup>th</sup>, 2018**  
**Office of the State Board of Education**  
**Len B. Jordan Building**  
**650 W State Street, 3<sup>rd</sup> Floor**  
**Boise, Idaho**

**OPEN MEETING**

**Teleconference Number:** (877) 820-7829  
**Public Participant Code:** 9096313

**Thursday, August 30<sup>th</sup>, 2018, 2:30 PM, Mountain Time**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. Proposed Rule Docket 08-0203-1803 – Graduation Requirements – Action Item

**BUSINESS AFFAIRS AND HUMAN RESOURCES**

2. Idaho State University – Six-year Capital Project Plan and Permanent Building Fund Request – Eames Complex/Gale Life Science Building – Action Item

**EXECUTIVE SESSION**

University of Idaho – Information Item

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.

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**SUBJECT**

Proposed Rule – Docket 08-0203-1803 - High School Graduation Requirements

**REFERENCE**

August 31, 2017	Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn an associated degree or certificate at the time of graduation to use this to meet the senior project requirement and defined diploma to include language clarify that school districts may provide endorsement or designations on the diploma to indicate the student completed an emphasis area such as CTE, STEM, or Arts pathway.
November 15, 2017	Board approved both pending rules
April 19, 2018	Board approved a temporary rule, Docket 08-0203-1801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)
August 15, 2018	Board discussed possible changes to IDAPA 08.02.03.105 High School Graduation Requirements as part of the Work Session

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness – High School Graduation Requirements  
Section 33-523, Idaho Code, STEM Diploma

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

**BACKGROUND/DISCUSSION**

The proposed amendments to IDAPA 08.02.03 will incorporate changes approved by the Board at the April 2018 Regular Board meeting required by Section 33-523, Idaho and suggested amendments identified during the negotiated rulemaking process with stakeholders and the Board's discussion at the August Regular Board meeting during the Work Session.

Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior year from taking a mathematics class during the student's senior year.

Additional amendments include:

- Updating the reference to Algebra to add integrated math to be consistent with integrated math offerings by school districts and charter schools.

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- Removing restrictions on computer science courses to also allow for computer science courses aligned to the Idaho Computer Science Content Standards at the high school level
- Expand on the senior project to provide clarity on the intent of the senior project

### **IMPACT**

Approval of the proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

### **ATTACHMENTS**

Attachment 1 – Proposed Rule Docket 08-0203-1803, Rules Governing Thoroughness, High School Graduation Requirements Page 3

### **STAFF COMMENTS AND RECOMMENDATIONS**

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. In order to meet the new requirements of Section 33-523, Idaho Code, a stand alone temporary rule was approved by the Board at the April 2018 Regular Board meeting. This allowed Board staff to initiate the negotiated rulemaking process prior to bringing forward a proposed rule for the Board's consideration. The Notice of Intent to Promulgate Rules was published in the July 4, 2018 (Vol 18-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process and no additional comments regarding the provisions in the Temporary Rule.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the legislature.

Staff recommends approval.

### **BOARD ACTION**

I move to approve docket number 08-0203-1803, Rules Governing Thoroughness, high school graduation requirements, as submitted in Attachment 1.

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

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**IDAPA 08.02.03**  
**Rules Governing Thoroughness**

*(Break in Continuity of Sections)*

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**01. Elementary Schools.** (4-11-06)

**a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**b.** Additional instructional options as determined by the local school district. For example:  
Languages other than English  
Career Awareness (4-1-97)

**02. Middle Schools/Junior High Schools.** (4-11-06)

**a.** No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (3-28-18)

**b.** A student must have ~~taken pre-algebra~~ met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (3-12-14)

**c.** Other required instruction for all middle school students:  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**d.** Other required offerings of the school:  
Family and Consumer Science  
Fine ~~&~~ and Performing Arts  
Career Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

**03. High Schools.** (4-11-15)

**a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-28-18)

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b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a.. (4-11-15)

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

**01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning. Dual Credit Engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science, and Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may not concurrently count such courses as both a mathematics and science credit. (4-19-18)F( )

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the Idaho Algebra I/High School Algebra Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than

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math~~ematics~~ are not required to retake a math~~ematics~~ course as long as they have earned six (6) credits of high school level mathematics. (4-19-18)T( )

iii. Students who have completed six (6) or more high school credits of math~~ematics~~ prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math~~ematics~~ during their last year of high school. High School math~~ematics~~ credits completed in middle school shall count for the purposes of this section. (4-19-18)T( )

iv. Students who earn eight (8) or more high school credits of mathematics that include Algebra II or a higher level mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. ( )

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

i. Up to two (2) credits in Dual Credit Engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science, Dual Credit Computer Science, ~~and Dual Credit Engineering~~ may be used as science credits. Students who choose to take ~~AP Computer Science, Dual Credit Computer Science~~ computer science, and Dual Credit Engineering may not concurrently count such courses as both a math~~ematics~~ and science credit. (4-19-18)T( )

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-28-18)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-28-18)

**02. Content Standards.** Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

**03. College Entrance Examination.** (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final

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administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-28-18)

**b.** A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-28-18)

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-28-18)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

**c.** A student may elect an exemption in from the college entrance exam requirement if the student is: (3-28-18)

i. Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (3-28-18)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Transferring from out of state to an Idaho high school in grade twelve (12). (3-28-18)

**d.** A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-28-18)

**04. Senior Project.** The senior project is a culminating project to show a student's ability to analyze, synthesize and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects and may be group or individual projects. The project must include a written report and an oral presentation elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

(3-28-18)

**05. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

**06. Middle School.** A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-25-16)

**a.** The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

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**b.** The course meets the same content standards that are required in high school for the same course;  
and (3-25-16)

**c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

**d.** The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (3-25-16)

**07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

**08. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

*(Break in Continuity of Sections)*



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**IDAHO STATE UNIVERSITY**

**SUBJECT**

FY 2020 Six-Year Capital Projects Plan

**REFERENCE**

August 2016	Board approved the Gale Life Science Building and the Six-Year Capital Projects Plan
August 2017	Board approved the Six-Year Capital Projects Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3 b & c.

**ALIGNMENT WITH STRATEGIC PLAN**

Governance item

**BACKGROUND/DISCUSSION**

At the August 2018 Board meeting, the Board did not approve the Idaho State University (ISU) FY 2020 Six-Year Capital Projects Plan. ISU needed to amend the plan and include the Gale Life Sciences building as the first priority.

ISU further requests that a previous appropriation of \$10 million be reallocated from the original Gale Life Science Building remodel to the Eames Complex. The Eames Complex has been on the Six-Year Capital Projects Plan for the institution. The completed renovation of the 150,000-square-foot building will allow other Career Technical Education programs that are currently housed in other buildings to be brought into a single location.

In August 2016, the Board approved a capital project for the Gale Life Science Building. During the 2017 legislative session, the capital project was approved for the amount of \$10 million and appropriated through the Permanent Building Fund. The final amount for the remodel was more than \$50 million. Rather than request additional funds for the original project, ISU approached the Joint Finance Appropriations Committee (JFAC) about reallocating the \$10 million for the Gale Life Science Building to the Eames Complex. ISU also presented this proposal to the Permanent Building Fund Advisory Council (Council) in August, 2018. The Council supports this action and a letter from the Council is included in Attachment 3. The reallocation, if approved by the legislature, would be accomplished through a supplemental appropriation in the Permanent Building Fund budget.

**IMPACT**

This plan amendment will allow ISU to keep Gale Life Science as a #1 priority and to strategically plan what to do with this facility. The design effort for the Division

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of Public Works project 17234, Gale Life Science Infrastructure Upgrade, produced a cost estimate of \$54M which was nearing the cost of building a new facility.

**ATTACHMENTS**

Attachment 1 – Amended FY 2020 Amended six year capital outlay  
Attachment 2 – Amended FY 2020 Capital Improvement Project Description  
Attachment 3 – Letter from the Permanent Building Fund Advisory Council

**STAFF COMMENTS AND RECOMMENDATIONS**

The Gale Life Science Building remodel is much more expensive than originally planned. Failure to approve this capital plan and the reallocation of funds from the original Gale Life Science remodel request to the Eames Complex would result in neither project being completed and a subsequent capital request for construction at the Eames Complex. This capital plan would allow ISU to complete the Eames Complex construction and collect funds for the enhanced Gale Life Science Building project.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Idaho State University FY 2020 Six-Year Capital Projects Plan provided in Attachment 1.

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

**AND**

I move to authorize Idaho State University to submit the request to the Permanent Building Fund for reallocation of the FY2018 \$10 million appropriation originally intended for the remodel of the Gale Life Science Building to be used for the planned construction at the Eames Complex.

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



## DPW FY 2020 Request

### Six Year Capital Improvement Budget

Description	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Gale Life Science Remodel or New Building	\$63,000,000					
College of Technology EAMES Phase 2	\$5,000,000					
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library	\$9,465,206					
ISU Health and Wellness Center Planning and Design	\$3,500,000					
Remodel Basement, Frazier Hall	\$1,600,000					
Remodel 1st Floor Circulation, Eli Oboler Library	\$3,996,000					
Greenhouse Addition, Plant Sciences	\$1,703,570					
Meridian Dental Hygiene Expansion	\$3,732,850					
College of Technology EAMES Phase 3		\$3,000,000				
ISU Alumni Center		\$8,473,000				
ISU Health and Wellness Center Construction		\$6,292,500				
Graveley Hall - Upgrade the heating and cooling system		\$2,875,000				
Gale Life Science Infrastructure Phase 4		\$7,660,000				
Beckley Nursing – Asbestos mitigation, ceiling system and lights		\$1,700,000				
ISU Health and Wellness Center Construction			\$6,292,500			
Gale Life Science Infrastructure Phase 5			\$10,700,000			
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms			\$1,745,842			
Remodel LEL second floor for additional labs			\$1,050,000			
Campus Housing Renovations & Remodeling			\$10,000,000			
Gale Life Science Infrastructure Phase 6				\$15,065,000		
New Museum of Natural History				\$22,444,000		
College of Business - Modernization					\$25,000,000	
Reroute campus traffic					\$8,000,000	
Addition to Beckley Nursing						\$14,208,000
Addition to College of Engineering						\$12,000,000
Renovation of College of Business – front entry						\$1,300,000
<b>\$186,803,468</b>	\$28,997,626	\$30,000,500	\$29,788,342	\$37,509,000	\$33,000,000	\$27,508,000
<b>6 year outlay total</b>						

**CAPITAL BUDGET REQUEST**  
**FY 2020**  
**CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Gale Life Science Remodel or New Building

CONTACT PERSON: Cheryl Hanson

TELEPHONE: 208-282-4086

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

Gale Life Science Building needs extensive remodeling since it was built in 1970 and many of the building systems are original and beyond their useful life.

This project is to remodel Gale Life Sciences or Construct a New Building to replace some or all of the functions in the building. Currently, our Master Plan effort, facilities conditions audit, and design work with CSHQA Architects has identified the need to replace 21 separate infrastructure systems in the Gale Life Science Building and remodel and update the existing labs, offices, and teaching spaces in the building. Their recommendations included a building addition of 2,400 square feet to house a new accessible entrance and elevator attached to each floor. As an option, and because of the \$54M price tag of the remodel coming close to the cost of building new, we would investigate possibilities of locating some, or all of these spaces in another building.

To accomplish this project we would need to identify funding sources, and swing out certain spaces in the building such as the Animal Care Facility and the Green House which have been identified as not being able to withstand the remodel while the building is occupied.

**(B) What is the existing program and how will it be improved?**

Existing systems in the building will be replaced including outdated and non-code-compliant HVAC, Electrical, Lighting, Fire Alarm, Sprinklers, Plumbing, Sewer, Water, Vacuum, and Lab utilities. Restroom remodels will be ADA compliant, Elevator and entry and exits will also be compliant with current ADA codes. Finishes, asbestos materials, and other hazardous materials will be replaced. Remodeling in lab areas will make it possible to have collaborative labs and individual labs to support new research models currently not available to building occupants.

**(C) What will be the impact on your operating budget?**

Operating costs within the building will be reduced based on more energy efficient lighting and HVAC systems and a large reduction of Deferred Maintenance will be realized as we currently repair this building bi-weekly for leaks and other issues.

- (D) What are the consequences if this project is not funded?  
 The spaces and systems will continue to function at a substandard level and negatively impact our ability to recruit and retain students and faculty. Eventually, the system components will wear out and not be able to be rebuilt and we will have to replace them piece meal, and possibly at inopportune times to continue to utilize the facility. This may result in emergency repairs, and research and classroom interruptions.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$63,000,000
A/E fees	\$ 7,500,000	General Account	
Construction	\$53,000,000	Agency Funds	
5% Contingency	\$ 2,500,000	Federal Funds	
F F & E		Other	
Other			
Total	\$ 63,000,000	Total	\$ 63,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## CAPITAL BUDGET REQUEST FY 2020 ALTERATION AND REPAIR PROJECTS

AGENCY:

PROJECT DESCRIPTION/LOCATION	COST	PRIORITY

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST  
FY 2020  
"ADA" PROJECTS**

AGENCY:

PROJECT DESCRIPTION/LOCATION	COST	PRIORITY

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTACHMENT 2**  
**CAPITAL BUDGET REQUEST**  
**SIX-YEAR PLAN FY 2020 THROUGH FY 2025**  
**CAPITAL IMPROVEMENTS**

AGENCY: \_\_\_\_\_

PROJECT DESCRIPTION/LOCATION	FY 2020 \$	FY 2021 \$	FY 2022 \$	FY 2023 \$	FY 2024 \$	FY 2025 \$
TOTAL						

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_





**C. L. "BUTCH" OTTER**  
Governor  
**ROBERT L. GEDDES**  
Director  
**JAN P. FREW**  
Administrator

## State of Idaho

Department of Administration  
Division of Public Works

502 North 4th Street  
P.O. Box 83720  
Boise, ID 83720-0072

Telephone (208) 332-1900 or FAX (208) 334-4031  
Design and Construction  
Facilities Services  
Leasing  
<http://dpw.idaho.gov>

August 10, 2018

State of Idaho Board of Education  
P.O. Box 83720  
Boise, ID 83720-0037

Re: DPW Project No. 17234  
Idaho State University, Gale Life Science Building  
Request for re-appropriation of Permanent Building Funds

Dear State Board Members:

Idaho State University made a presentation to the Permanent Building Fund Advisory Council at our August 7, 2018 meeting. The presentation was regarding the Gale Life Science Building on the ISU campus in Pocatello. In 2017, the legislature appropriated \$10 million to the Permanent Building Fund for the master planning and first phase of improvements to the aging Gale Life Science Building. Evaluation and Master Planning efforts were undertaken. As a result of these efforts, it was determined that the desired and necessary renovations would require future funding estimated at \$54 million. Due to the extent of the work required, ISU indicated they are reconsidering the future use of the facility.

The University further indicated that they would like to utilize the \$10 million for planned construction at the Eames Complex. Planning is nearly complete for the anticipated improvements to the facility, and work could begin very soon. ISU would like to request re-appropriation of the \$10 million in the next legislative session.

The Council wishes to express support for this course of action.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dee Jameson".

Dee Jameson, Chairman  
Permanent Building Fund Advisory Council

c: Jan P. Frew, Administrator, Division of Public Works  
Robert L. Geddes, Director, Dept. of Administration  
Matt Freeman, Executive Director, State Board of Education

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