

AGENDA

Board of Trustees
Laird Stone, Chair
Jan Mittleider
Jack Nelsen
Anna Scholes
Scott McClure

CSI Mission Statement:
To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

Board Mission Statement:
The mission of the Board of Trustees of the College of Southern Idaho is to lead in the constant definition, interpretation, articulation, implementation and evaluation of the College mission.

- | | |
|---|--|
| I. CALL TO ORDER | Chairman Stone
3:00PM/President’s Board Room |
| II. RECESS TO EXECUTIVE SESSION
<i>Motion to convene in Executive Session</i> | Chairman Stone |
| III. RECONVENE REGULAR MEETING | Chairman Stone
4:00PM/Taylor Bldg Room 276 |
| IV. APPROVAL OF MEETING AGENDA | Chairman Stone |
| V. STUDENT/FACULTY/STAFF ACHIEVEMENTS | President Fisher |
| VI. MINUTES & BUSINESS REPORTS | |
| Approval of Minutes
May 16, 2022 | Jeff Harmon |
| Approval of Treasurer’s Report | Jeff Harmon |
| VII. OPEN FORUM | Chairman Stone |
| VIII. UNFINISHED BUSINESS | |
| IX. NEW BUSINESS | |
| Action Items | |
| 1. Head Start/Early Head Start Report | Ruby Allen |
| 2. Budget Hearing | Jeff Harmon |
| 3. MOU with City of Jerome | Jeff Harmon |
| 4. President’s Contract Renewal | Chairman Stone |
| 5. Termination of Lease with Blaine Cty Schools | President Fisher |
| 6. CSI Policies Manual (Updated) | Eric Nielson |
| Information Items | |
| 1. Herrett Center & Community Education Update | Heck/Barigar |
| 2. Athletics Update | Joel Bate |
| 3. Title V Update | Chris Bragg |
| X. PRESIDENT’S REPORT | President Fisher |
| XI. REMARKS FOR THE GOOD OF THE ORDER | Chairman Stone |
| XII. ADJOURNMENT | Chairman Stone |

AGENDA

Board of Trustees

Laird Stone, Chair
Jack Nelsen
Anna Scholes
Jan Mittleider
Scott McClure

CSI Mission Statement:

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

Board Mission Statement:

The mission of the Board of Trustees of the College of Southern Idaho is to lead in the constant definition, interpretation, articulation, implementation and evaluation of the College mission.

I. CALL TO ORDER

Chairman Stone
3:00 p.m.

A. Pursuant to Idaho Code 74-206, the Board will convene to:

- ◆ Consider personnel matters
[Idaho Code §74-206(1)(a) & (b)]
- ◆ Deliberate regarding an acquisition of interest in real property
[Idaho Code § 74-206(1)(c)]

II. ADJOURNMENT

Chairman Stone

CALL TO ORDER: 3:00p.m.

EXECUTIVE SESSION: 3:01p.m.

EXECUTIVE SESSION ATTENDEES:

Trustees:

Laird Stone, Chairman
Jack Nelsen, Vice-Chairman
Anna Scholes, Clerk
Jan Mittleider, Trustee
Scott McClure, Trustee

College Administration:

Dr. Dean Fisher, President
Jeff Harmon, Vice President of Finance and Administration

Pursuant to Idaho Code § 77-206 the Board agreed to convene in Executive Session to Consider:

- ◆ Consider personnel matters
[Idaho Code §74-206(1)(a) & (b)]

- ◆ Deliberate regarding an acquisition of interest in real property
[Idaho Code § 74-206(1)(c)]

Chairman Stone moved to go into Executive Session.

The vote to do so by roll call:

- Laird Stone Aye
- Jack Nelsen Aye
- Anna Scholes Aye
- Jan Mittleider Aye
- Scott McClure Aye

The Board returned to public session at 4:07p.m.

BOARD MEETING ATTENDEES:

Trustees:

Jack Nelsen, Vice-Chairman
Anna Scholes, Clerk
Jan Mittleider, Trustee
Scott McClure, Trustee

College Administration:

Dr. Dean Fisher, President
Jeff Harmon, Vice President of Finance and Administration

APPROVAL OF AGENDA: The agenda was approved on MOTION by Trustee Scholes. Affirmative vote was unanimous.

BOARD MINUTES: The following Board of Trustee meeting minutes were accepted as written on MOTION by Jan Mittleider.

May 16th, 2022 – Regular Meeting

TREASURER’S REPORT: The Treasurer’s report was accepted on MOTION by Trustee McClure. Affirmative vote was unanimous.

STUDENT/FACULTY/STAFF ACHIEVEMENTS: President Fisher recognized Dr. Elizabeth Johnson, CSI Library Director, for her recently published journal article.

OPEN FORUM: None

UNFINISHED BUSINESS: None

NEW BUSINESS:

Action Items

1. **HEAD START/EARLY HEAD START REPORT:** The Board approved the Head Start/Early Head Start monthly fiscal and operational reports on MOTION by Trustee Mittleider. Affirmative vote was unanimous.
2. Vice President of Administration Jeff Harmon presented the FY23 budget. The Board approved the FY23 Budget of \$50,550,000 on Motion by Trustee Scholes. Affirmative vote was unanimous.
3. Vice President of Administration Jeff Harmon asked the Board to allow him to formally execute a Memorandum of Understanding with the City of Jerome for the transfer of 1.5 acres of land at the corner of 3rd and Lincoln in downtown Jerome. The city is transferring the property to the College at no cost. In return, the College is committing to construct a training an instruction facility on the property. The Board approved for Jeff Harmon, acting on behalf of the College, to formally execute a Memorandum of Understanding with Jerome, on MOTION by Trustee Nelsen. Affirmative vote was unanimous.
4. The Board approved 2022-23 Presidential contract on MOTION by Trustee Mittleider. Affirmative vote was unanimous.

5. President Fisher asked for authorization for the College to terminate its long-term lease of facilities in Hailey, Idaho. He also asked for authorization for CSI Administration to engage in formal discussions with Blaine County and/or the Blaine County School District around how they might assist the College by providing financial subsidies for continued operations. The Board approved the authorization on MOTION by Trustee Nelsen. Affirmative vote was unanimous.
6. Eric Nielson, Director of Human Resources presented the revised CSI Policies and Procedures Manual. The Board approved the revisions which will go into effect on July 1, 2022, on MOTION by Trustee Scholes. Affirmative vote was unanimous.

Information Items

1. Herrett Center Director Joey Heck and Community Enrichment Director Camille Barigar presented information regarding the Herrett Center and Community Enrichment/Education at CSI.
2. CSI Athletic Director Joel Bate shared an update on the 2021-2022 athletic season. Highlighted in his report were all the combined teams GPS's being 3.2 for the year. Also reported were the successes all teams achieved in their individual sports.
3. Dean of Institutional Effectiveness and Communication Chris Bragg presented a summary of the recently submitted Title V (Hispanic Serving Institution) grant request to the U.S. Department of Education. If funded, that grant will allow CSI to experiment with expanded connections to local high schools, to provide additional professional-development opportunities for faculty and staff, and to develop and adopt more culturally appropriate pedagogy and curriculum.

PRESIDENT'S REPORT: President Fisher provided his monthly President's report.

REMARKS FOR THE GOOD OF THE ORDER: Board members provided remarks for the Good of the Order.

ADJOURNMENT DECLARED: 6:01 p.m.



Jeffrey M. Harmon, Secretary Treasurer

Approved: July 18, 2022



Laird Stone, Chairman



General Fund Board Report

As of May 31, 2022

	Prior Year	Current Year	Budget	Remaining	Remaining %
Revenue					
Tuition & Fees	(\$12,010,411)	(\$12,615,938)	(\$10,941,600)	\$1,674,338	(15.30)%
County Tuition	(\$1,811,525)	(\$2,152,650)	(\$1,826,500)	\$326,150	(17.86)%
State Funds	(\$20,809,200)	(\$22,767,900)	(\$22,817,900)	(\$50,000)	0.22%
County Property Tax	(\$6,363,283)	(\$6,775,536)	(\$9,866,000)	(\$3,090,464)	31.32%
Grant Management Fees	(\$532,379)	(\$602,827)	(\$550,000)	\$52,827	(9.60)%
Other	(\$262,480)	(\$200,026)	(\$260,000)	(\$59,974)	23.07%
Unallocated Tuition	(\$1,431,989)	(\$1,128,884)	\$0	\$1,128,884	-
Departmental Revenues	(\$653,143)	(\$473,304)	(\$180,000)	\$293,304	(162.95)%
Total Revenue	(\$43,874,410)	(\$46,717,065)	(\$46,442,000)	\$275,065	(0.59)%
Expenses					
Personnel Expense					
Salaries	\$19,797,567	\$20,780,317	\$23,189,000	\$2,408,683	10.39%
Variable Fringe	\$4,212,448	\$4,345,205	\$5,038,100	\$692,895	13.75%
Health Insurance	\$4,040,183	\$3,863,523	\$4,591,700	\$728,177	15.86%
Total Personnel Expense	\$28,050,198	\$28,989,044	\$32,818,800	\$3,829,756	11.67%
Operating Expense					
Services & Supplies	\$4,906,462	\$7,078,748	\$6,841,000	(\$237,748)	(3.48)%
Other	\$13,784	\$6,176	\$0	(\$6,176)	-
Capital	\$648,614	\$813,913	\$493,300	(\$320,613)	(64.99)%
Institutional Support	\$5,075,238	\$5,937,333	\$6,288,900	\$351,568	5.59%
Transfers	\$30,000	\$0	\$0	\$0	-
Total Operating Expense	\$10,674,098	\$13,836,169	\$13,623,200	(\$212,969)	(1.56)%
Total Expense	\$38,724,296	\$42,825,213	\$46,442,000	\$3,616,787	7.79%
Rev/Expense Total	(\$5,150,115)	(\$3,891,852)	\$0	\$3,891,852	-

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %
SALARIES	\$ 3,563,714.00	\$ 264,180.93	\$ 1,166,900.75	\$ 2,396,813.25	67.3%
BENEFITS	\$ 1,998,481.00	\$ 127,895.95	\$ 589,078.56	\$ 1,409,402.44	70.5%
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	
CONTRACTUAL	\$ 27,500.00	\$ 3,201.67	\$ 6,501.60	\$ 20,998.40	76.4%
SUPPLIES	\$ 222,500.00	\$ 8,875.82	\$ (12,426.36)	\$ 234,926.36	105.6%
FACILITIES/CONST.	\$ -	\$ -	\$ -	\$ -	0.0%
OTHER	\$ 660,309.00	\$ 22,861.16	\$ 188,910.61	\$ 471,398.39	71.4%
TOTAL DIRECT COSTS	\$ 6,472,504.00	\$ 427,015.53	\$ 1,938,965.16	\$ 4,533,538.84	70.0%
ADMIN COSTS (9.0%)	\$ 500,598.00	\$ 35,286.92	\$ 159,668.89	\$ 340,929.11	68.1%
GRAND TOTAL	\$ 6,973,102.00	\$ 462,302.45	\$ 2,098,634.05	\$ 4,874,467.95	69.9%
IN KIND NEEDED	\$ 1,759,919.00				
IN KIND GENERATED	\$ 1,231,366.47				
IN KIND (SHORT)/LONG	\$ (528,552.53)				
PROCUREMENT CARD EXPENSE	\$ 19,235.58	3% of Total Expense. Detailed report available upon request.			

CACFP	Repair/Maint	Food	Non-Food	Total for Month	YTD Expense
Total All Centers	351.33	7,608.46	644.41	8,604.20	(77,633.41)

HEAD START T/TA

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	REMAINING BUDGET %
OUT OF AREA TRAVEL	\$ 32,200.00	\$ 6,871.04	\$ 13,290.21	\$ 18,909.79	58.7%
SUPPLIES	\$ 3,500.00	\$ -	\$ 370.69	\$ 3,129.31	89.4%
OTHER	\$ 30,874.00	\$ 537.77	\$ 8,396.78	\$ 22,477.22	72.8%
GRAND TOTAL	\$ 66,574.00	\$ 7,408.81	\$ 22,057.68	\$ 44,516.32	66.9%

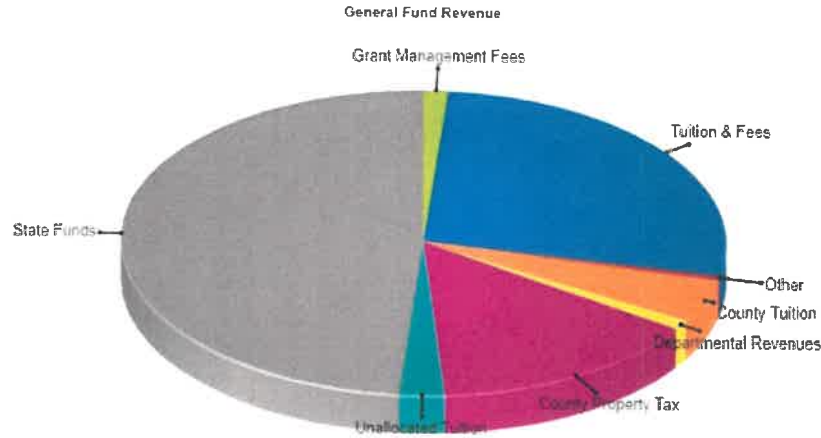
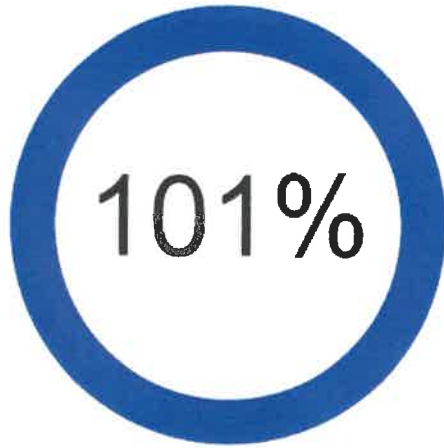
CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %
SALARIES	\$ 892,762.00	\$ 66,689.89	\$ 331,610.05	\$ 561,151.95	62.9%
BENEFITS	\$ 490,732.00	\$ 30,406.07	\$ 159,618.89	\$ 331,113.11	67.5%
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	
CONTRACTUAL	\$ 53,000.00	\$ 8,321.84	\$ 18,184.00	\$ 34,816.00	65.7%
SUPPLIES	\$ 34,039.00	\$ 1,456.14	\$ 9,709.65	\$ 24,329.35	71.5%
FACILITIES/CONST.	\$ -	\$ -	\$ -	\$ -	
OTHER	\$ 138,190.00	\$ 4,130.53	\$ 35,512.07	\$ 102,677.93	74.3%
TOTAL DIRECT COSTS	\$ 1,608,723.00	\$ 111,004.47	\$ 554,634.66	\$ 1,054,088.34	65.5%
ADMIN COSTS (9.0%)	\$ 124,514.00	\$ 8,738.64	\$ 44,188.01	\$ 80,325.99	64.5%
GRAND TOTAL	\$ 1,733,237.00	\$ 119,743.11	\$ 598,822.67	\$ 1,134,414.33	65.5%
IN KIND NEEDED	\$ 440,541.08				
IN KIND GENERATED	\$ 229,702.57				
IN KIND (SHORT)/LONG	\$ (210,838.51)				

CACFP	Repair/Maint	Food	Non-Food	Total for Month	YTD Expense
Total All Centers	\$ -	\$ 530.98	\$ 24.35	\$ 555.33	\$ 3,972.59

EARLY HEAD START T/TA

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	REMAINING BUDGET %
OUT OF AREA TRAVEL	\$ 24,200.00	\$ 1,958.66	\$ 3,981.98	\$ 20,218.02	83.5%
SUPPLIES	\$ 1,000.00	\$ -	\$ 113.21	\$ 886.79	88.7%
OTHER	\$ 3,727.00	\$ 273.39	\$ 2,955.81	\$ 771.19	20.7%
GRAND TOTAL	\$ 28,927.00	\$ 2,232.05	\$ 7,051.00	\$ 21,876.00	75.6%

% Revenue Received



GENERAL FUND REVENUE SUMMARY

TOTAL ANNUAL BUDGET

\$46,442,000

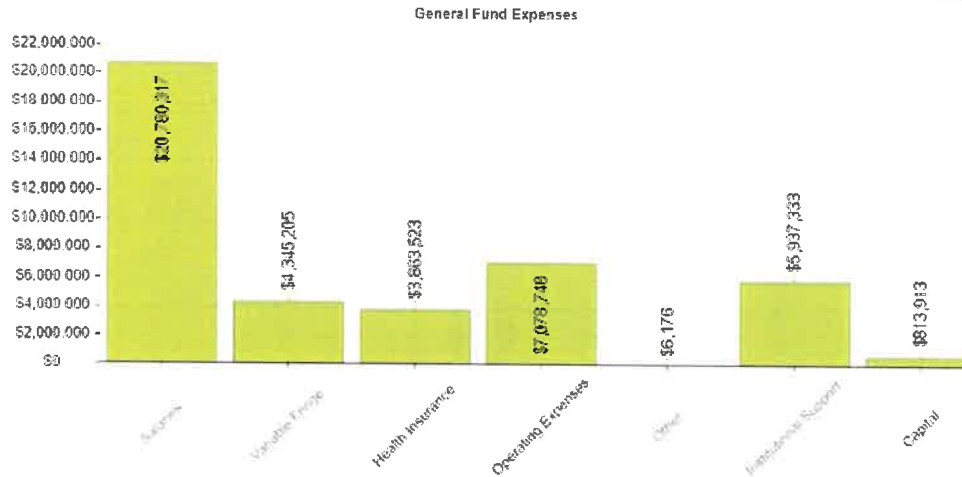
TOTAL ANNUAL REVENUE

\$46,717,065

TOTAL REMAINING

(\$275,065)

% Budget Spent



GENERAL FUND EXPENSE SUMMARY

TOTAL YEARLY BUDGET

\$46,442,000

TOTAL YTD EXPENSES

\$42,825,213

TOTAL AVAILABLE

\$3,616,787



College of Southern Idaho Head Start/Early Head Start

Program Summary for May 2022
Reported at June Board Meeting



Enrollment		Modified Enrollment
Head Start ACF Federal Funded	457	245
Head Start TANF	12	12
Early Head Start ACF Federal Funded	92	92
Total	561	350
Program Options		
Center Based (PD/PY; FD/PY), Early Head Start -Home Based, Early Head Start Toddler Combo.		
Head Start Overall Attendance		84%
EHS Toddler Combo Attendance		80%
IEP/IFSP Enrollment		4%
Over Income Enrollment		1%
100-130% Poverty Level		13%
Meals and Snacks		
Total meals served		4534

Documents for Board Review and Approval: Board and Financial Report

In May the program received two audit closure letters; both are attached for your review. The first was from Idaho State Department of Education closing the audit reporting process stating that findings have been corrected. The other was from the Administration for Children and Families accepting the corrective action plans in regards CSI’s 2021 Single Audit findings for Head Start.

Finding qualified staff continues to be a challenge. KTVB reported that Idaho school districts are looking to fill 900 teaching positions. Locally, Twin Falls School District has 26 K-5 teaching positions, 14 of which are kindergarten teachers, and 23 Para positions. Currently, we have 7 teaching positions open, 4 of which are Lead Teachers. Our program is doing better than most within Region X as they have several more openings. Office of Head Start understands it is a national problem and continues to provide support through recruitment webinars.

End of Year COR Report 2021-2022

With Head Starts services wrapping up in May the final Child Observation Record (COR) has been calculated and Early Head Start 3rd round has also been complied. Information is gained through anecdotal information produced through classroom and home interactions. The anecdotes are scored from a level 0 to a level 7, with 0 being a lower skill level and increasing to more advanced skill levels.

Classroom staff gather anecdotal information for the first nine weeks of the program year on the COR (Child Observation Record). This establishes a baseline of the children’s learning when they enter the program. This information is compiled 3 times during the program year for Head Start and 4 times for Early Head Start. The anecdotes are scored from a level 0 to a level 7, with 0 being a lower skill level and increasing to more advanced skill levels.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is reached this 21st day of June, 2022, by, between, and among the city of Jerome, Idaho, an Idaho Municipal Corporation, (hereinafter “City”) and the Jerome Urban Renewal Agency, an independent public body corporate and politic, (hereinafter “Agency”) and the College of Southern Idaho, a community college district and public corporation (hereinafter “CSI”), collectively the “Parties.”

The purpose of this MOU is to describe and formalize the understanding of the Parties relative to that certain parcel of real property defined herein and located within the City.

RECITALS

City is a duly organized and existing municipal corporation of the state of Idaho, located in Jerome County, Idaho.

Agency is an independent public body corporate and politic, organized and existing pursuant to Idaho Code §.50-2001 *et seq.*

CSI is a community college district and a public corporation, organized and existing pursuant to Idaho Code § 33-2101 *et seq.*

Pursuant to Idaho Code §§ 50-2007(f) and 50-2015, City and Agency are authorized and empowered to enter into such contracts as may be necessary to carry out the purposes of the Idaho Urban Renewal Law.

The City owns undeveloped property located along North Lincoln Avenue, First Avenue West, and Alder Street, more specifically described as Blocks 55, 56, and a portion of Block 66, Jerome, Idaho (the “Real Property”) and is interested in cooperating with the Agency in the formal disposition process of the Real Property under Idaho Code Section 50-2011.

Idaho Code § 50-2015, allows a City to dispose of property to the Agency without appraisal, public notice, advertisement, or public bidding.

The Real Property is located within the Jerome Urban Renewal Plan for the Area 3 Urban Renewal Project approved by the City Council on December 2, 2014 (“Downtown Area 3” or “Plan”). The Plan provides for various measure to mitigate and remediate the Downtown Area 3.

The City and the Agency are desirous to have the Real Property redeveloped.

CSI is interested in acquiring a portion of the Real Property for the purpose of constructing and operating a facility for higher education (hereinafter referred to as the “CSI Site”).

Idaho Code Sections 50-2011(e) and 50-2015(f) allow for the Agency to dispose of property to another public entity without consideration subject to complying with the Plan and developing the property through a schedule of performance. The Agency is prepared to dispose the CSI Site to CSI.

Agency previously entered into a Disposition and Development Agreement (DDA) with Lincoln Commons, LLC for redevelopment of the Real Property as a mixed-use commercial and retail development.

Since entering into the DDA, the Agency and Lincoln Commons have determined it is in the best interest to remove the CSI Site to be redeveloped by CSI from the DDA subject to commitment by CSI to redevelop the CSI Site as a facility of higher education in compliance with a schedule of performance and coordination with the remaining development on the Real Property.

The Parties wish to formalize the terms and conditions of their mutual understanding. The Agency will convey to CSI the CSI Site for no consideration in exchange for CSI redeveloping the CSI Site by constructing and operating a facility of higher education thereon as will be more specifically described in a DDA between CSI and the Agency and will include a scope of development and schedule of performance.

The City, CSI, and the Agency have, during duly noticed public meetings, authorized execution of this MOU.

IT IS THEREFORE UNDERSTOOD AS FOLLOWS:

1. After conveyance of the CSI Site to the Agency, the Agency will convey the CSI Site to CSI without consideration in exchange for a promise from CSI to construct and operate thereon a facility of higher education in accordance with agreed upon design and construction standards and within agreed upon timelines. The Agency agrees for a period of one hundred twenty (120) days not to market or attempt to convey the CSI Site to any other person or entity. The Agency and CSI anticipate entering into a DDA within that one hundred twenty (120) day period.
2. Following execution of this MOU, the City and/or the Agency agree to pursue a land division of the Real Property with a resulting parcel located along North Lincoln Avenue of sufficient size for CSI’s project. Prior to the City and/or the Agency initiating the land division

process, CSI shall provide information to the City and Agency relative to the size of parcel needed to accomplish its designs. Agency shall immediately pursue an amendment to the Disposition and Development Agreement with Lincoln Commons to achieve the objectives of this MOU.

3. Following execution of this MOU, CSI agrees to retain professional services for the purpose of designing the facility of higher education intended to be constructed and maintained on the CSI Site to be conveyed by the Agency. CSI will pursue a design that is harmonious and compatible with surrounding, existing neighboring land uses, including the proposed development of the rest of the Real Property, and that is consistent with City's design review guidelines.

4. Upon completion of the land division, and completion of the facility design, the Agency shall convey the CSI Site upon satisfaction of the following additional conditions:

A. CSI shall obtain approval from the City and Agency for the design, dimensions, and location of the facility of higher education to be constructed on the CSI Site;

B. The City, Agency and CSI shall agree upon a time frame for completion of the construction of the proposed facility;

C. The City, Agency and CSI shall agree to terms and conditions relative to maintenance of parking, common areas and infrastructure; and

D. All of the foregoing and all other reasonable and prudent terms and conditions are reduced to a DDA executed by all parties.

5. The term of this MOU shall be for a period of six (6) months from the effective date of this MOU or until City, CSI, and Agency mutually agree to terminate this MOU or terminate the property disposition process.

6. This MOU shall be deemed terminated and of no further force and effect in the event the Agency does not enter into a DDA with CSI.

7. This MOU constitutes the entire agreement among the Parties and supersedes all other agreements and understandings, written and oral, among the Parties with respect to the subject matter hereof. The Parties hereto may, at any time hereafter, modify or amend this MOU by a subsequent written agreement executed by all Parties. This MOU may not, however, be modified or amended orally, nor shall this MOU be deemed modified or amended in any way by any act of either of the Parties hereto.

8. All Parties hereto are or have been afforded the opportunity to be represented by counsel in the course of the negotiations for and the preparation of this MOU; accordingly, in all cases, the language of this MOU will be construed simply, according to its fair meaning, and not strictly for or against any party.

9. No covenant, term, or condition, or breach thereof, shall be deemed waived, except by written consent of the party against whom waiver is claimed, and any waiver of the breach of any covenant, term, or condition shall not be deemed to be a waiver of any other covenant, term, or condition herein or of any future breach of the provision in question. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term, or condition unless otherwise expressly agreed to in writing by the first party.

10. This MOU may be executed in counterparts, and once so executed by all Parties hereto, each such counterpart shall be deemed to be an original, but all such counterparts together shall constitute but one agreement.

11. If any provision of this MOU or its application to any person or circumstance is held invalid, the remainder of this MOU or the application to other persons or circumstances shall not be affected.

12. The Parties represent and warrant that they are authorized to execute this Agreement on behalf of the entities indicated below.

(signatures on following page)

IN WITNESS WHEREOF the Parties hereto cause this agreement to be duly executed on this ____ day of _____, 2022, in Jerome, Idaho.

By: Jeffrey M. Harmon Date 6-21-2022
CSI

By: Shonna Fraser Date 7-1-22
Kathy Cone, Agency Chair
Shonna Fraser, Vice-Chair

ATTEST:

Bernadette Coderniz
Bernadette Coderniz, Secretary

By: David M. Davis Date June 21, 2022
DAVID M. DAVIS, Mayor, City of Jerome

ATTEST:

Bernadette Coderniz
BERNADETTE CODERNIZ, City Clerk

**Termination of Lease Resolution
With Blaine County School District, NO 61**

I move to direct the College Administration to notify in writing our intent to terminate the lease dated 6/23/2015 with the Blaine County School District No. 61, effective the date of this notice June 21st, 2022. It is also directed that the College Administration communicate that the College remains open to continued physical presence in Blaine County should the County or School District offer a financial subsidy model that the College would evaluate to be feasible.


Attest:




Laird Stone Chairman
College of Southern Idaho
Board of Trustees



DATE



Jeffrey M. Harmon
College of Southern Idaho
Vice President of Finance & Administration



DATE



**EXECUTIVE SUMMARY RE:
AMENDMENTS TO THE**

**College of Southern Idaho
Employee Personnel Manual
June 2022**

ATTORNEY-CLIENT PRIVILEGED COMMUNICATION

Drafted by Naylor & Hales, P.C.

ISSUES:

The current CSI Personnel Policies and separate procedures have historically been located online in a format that has allowed for inconsistencies, difficult to document amendments, and unintended consequences. When defending personnel claims, it has proven difficult to accurately identify what changes were made when, and which policies specifically applied to claims asserted.

This documentation has also been difficult to amend as needed, because amending one section has, on occasion, resulted in an inconsistency elsewhere. An example of this was the continuing contract language in one place, and “at-will” language found elsewhere.

PROPOSED SOLUTION:

HR and Legal, in consultation with Administration determined that a centralized, stand-alone document containing all policies authorized by the Board of Trustees would benefit the efficient management of personnel issues and communicate clear and consistent messages to personnel.

In response to this expectation, the following changes have been made to the personnel manual with separate forthcoming changes expected to procedures:

1. The entirety of the current online personnel policies will be superseded by the proposed stand-alone handbook, should it be adopted.
2. The handbook has been completely re-drafted beginning with the ICRMP model handbook, but with CSI specific policies incorporated. The ICRMP handbook has been drafted by seasoned personnel attorneys and ICRMP personnel who have consulted, advised, and defended employment matters for years.
3. The ICRMP handbook incorporates the basic elements found in most employer handbooks and which are legally necessary.
4. From this basic draft, HR and Legal have incorporated CSI-specific terms already authorized by the Board, such as paid leave, holidays, pay, employee status, employee definitions, etc., which terms have not been changed. For example, your attention to Sections III, X, XI and XII of the new manual reflect current definitions and benefits, with the inclusion of the at-

will employment status for non-faculty employees previously authorized by the Board.

5. Your attention is also drawn to Sections I and II, which address the at-will employment status for non-faculty employees.
6. The intent is that all policies already authorized by the Board will be incorporated into this new manual, but with the added benefit that a model handbook will be easily accessible and current to those affected.
7. Future amendments to the manual will be accomplished by a redlined stand-alone manual approved by the Board, as necessary. This method will make it clear to all employees and administration what policies are applicable.

NEXT STEPS:

Some portions of past handbooks have included detailed “procedures” that do not reflect necessarily Board approved policies. These have, on occasion, been misused by litigants to create rights and obligations. For that reason, and because the Board passes policies and broad concepts guiding the conduct and activities of the administration, leaving the implementation of the policies to the administration, a separate Standard Operating Procedures manual will be drafted by HR and Administration to deal with such matters. These topics may include procedures that are subject to changes in laws, vendors, or employee/student needs. For example, a detailed process for drug use testing, smoking policies that might be affected by new, unknown products at this time or federal/state restrictions, specific procedures for testing, recruitment, interviewing, etc.

For these reasons, the procedures manual can be easily adjusted and modified when needed. As always, such changes will be communicated to employees, students, and the Board.

CONCLUSION:

The proposed personnel manual will provide consistency with the at-will employment status, with streamlined and coherent policies to guide employees and administration from the Board.

CLASS (Classroom Assessment Scoring System) is an instrument used to assess preschool classroom quality in the areas of Emotional Support, Classroom Organization, and Instructional Support. Toddler classrooms are assessed in the areas of Emotional & Behavioral Support and Engaged Support for Learning. Assessments are conducted three times each school year and scores are assigned between a 1 (low evidence of occurrence) to 7 (high evidence of occurrence).

PQA (Preschool Quality Assessment) is a tool for program assessment based on principles of the HighScope curriculum. Both preschool and toddler classrooms are assessed in the areas of Learning Environment, Daily Routine, Adult-Child Interaction, and Curriculum Planning & Assessment twice a year. Scores are assigned from 1 (indication of low quality) to 5 (indication of high quality)

Item Level Report

There are 36 items on the Preschool Child Observation Record divided into 9 categories (Approaches to Learning (3 items), Social and Emotional Development (5 items), Physical Development & Health (3 items), Language, Literacy, & Communication (7 items), Mathematics (5 items), Creative Arts (4 items), Science & Technology (4 items), Social Studies (3 items), and English Language Learning ELL (2 items).

Strengths – English Language Learning, Physical Development & Health

Area of Need – Language, Literacy, & Communication, Mathematics

CLASS/PQA – PQA data indicates strong scores in areas of Learning Environment, Daily Routine, and Curriculum Planning & Assessment. CLASS scores surpass established goals in Emotional Support.

Goals and Objectives

- 1) CLASS assessments will provide teachers with a Language and Literacy goal to add to daily routine. - *Language and Literacy Goals based on CLASS assessment results were established for each classroom. Coaches supported and monitored these goals*
- 2) Provide Training for Early Learning Mentors (ELM) with a focus on adult/child interactions that strengthen Language and Literacy. ELM will write language/literacy goals with teachers. - *Coaches completed CLASS Group Coaching.*
- 3) Strategies for Interactive Read Aloud time implemented to help children increase attention on reading books. New Interactive Read Aloud books to be introduced in Spring 2022. – *Language and Literacy training focused on Interactive Read Aloud curriculum was provided to all classroom staff on January 31st. Continued trainings on planning interactive read alouds will be provided annually over Zoom.*

Head Start Child Development and Early Learning Framework

There are 5 domains in the Head Start Outcomes. Approaches to Learning, Social and Emotional Development, (Language and Communication, Literacy), (Mathematics Development, Scientific Reasoning), and Perceptual, Motor, and Physical Development. Within each of the domains are sub domains.

Strengths – Perceptual, Motor & Physical Development, Approaches to Learning

Area of Need – Cognition, Social and Emotional Development, Language and Literacy

Early Head Start's Five Essential Domains of Child Development and Early Learning

Item Level Report

There are 36 items on the Preschool Child Observation Record divided into 9 categories (Approaches to Learning (3 items), Social and Emotional Development (5 items), Physical Development & Health (3 items), Language,

Literacy, & Communication (7 items), Mathematics (5 items), Creative Arts (4 items), Science & Technology (4 items), Social Studies (3 items), and English Language Learning ELL (2 items).

Strengths – English Language Learning, Physical Development & Health, Approaches to Learning

Area of Need – Mathematics, Language, Literacy, & Communication

CLASS/PQA – PQA data indicates strong scores in areas of Adult-Child Interaction, and Curriculum Planning & Assessment. CLASS scores surpass established goals in Emotional and Behavioral Support.

The 5 domains for Early Head Start are: Approaches to Learning, Social/Emotional Development, Language and Communication, Cognition, and Perceptual, Motor, & Physical Development. Within each of the domains are sub domains.

Strengths – Perceptual, Motor & Physical Development, Approaches to Learning, Social & Emotional Development

Area of Need – Language and Literacy, Cognition

Continuous Improvement Plan for Rest of Program Year 2021-2022

- Early Head Start** -
- 1) Provide training on using data from child outcomes for daily lesson planning and individualization to scaffold children’s learning.
 - 2) Provide coach support to write goals focused on cognitive development.
 - 3) Implement CLASS assessments and provide teachers with an instructional support goal to add to their daily routine.

Program End of Year Summary for Head Start Children

