

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
NOVEMBER 29 – DECEMBER 1, 2006**

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4	IDAHO MUSEUM OF NATURAL HISTORY PROGRESS REPORT	Information Item
5a	IDAHO STATE HISTORICAL SOCIETY BOARD APPOINTMENT – DISTRICT 3	Motion to Approve
5b	IDAHO STATE HISTORICAL SOCIETY BOARD APPOINTMENTS – DISTRICT 6	Motion to Approve
6	EASTERN IDAHO TECHNICAL COLLEGE BOARD APPOINTMENT	Motion to Approve
7	FIRST READING – AMENDMETN TO BOARD POLICY III.V	Motion to Approve
8	FIRST READING – AMENDMENT TO BOARD POLICY BYLAWS J.	Motion to Approve
9	FIRST READING – AMENDMENT TO BOARD POLICYII.I.	Motion to Approve

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 – DECEMBER 1, 2006**

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**SUBJECT**

Presidents' Council Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Monthly report given by the President of the Presidents' Council.

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

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

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**SUBJECT**

Idaho State University Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since Idaho State University has supplied an overview of its status and accomplishments.

**DISCUSSION**

Art Vailas, President of Idaho State University, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the institution.

**IMPACT**

President Vailas' presentation will provide the State Board members and others with current status information about Idaho State University.

**STAFF COMMENTS AND RECOMMENDATIONS**

No staff comments or recommendations are needed at this time.

**BOARD ACTION**

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**November 29 – December 1, 2006**

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**SUBJECT**

Idaho School for the Deaf and the Blind Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

**DISCUSSION**

Harvey Lyter, from the Idaho School for the Deaf and the Blind (ISDB), will be in attendance at the meeting and present a summary of the accomplishments and future goals of ISDB.

**IMPACT**

Mr. Lyter's presentation will provide the State Board members and others with current status information about the Idaho School for the Deaf and the Blind.

**ATTACHMENTS**

Attachment 1 – Annual Agency Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

No staff comments or recommendations are needed at this time.

**BOARD ACTION**

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

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# **Idaho School for the Deaf and the Blind**

**Annual Agency Presentation**

**to the**

**State Board Of Education**

**November 30 - December 1, 2006**

**Mr. Harv Lyter, Interim Superintendent**

**Mr. Jeff Woods, Director of Financial Services**

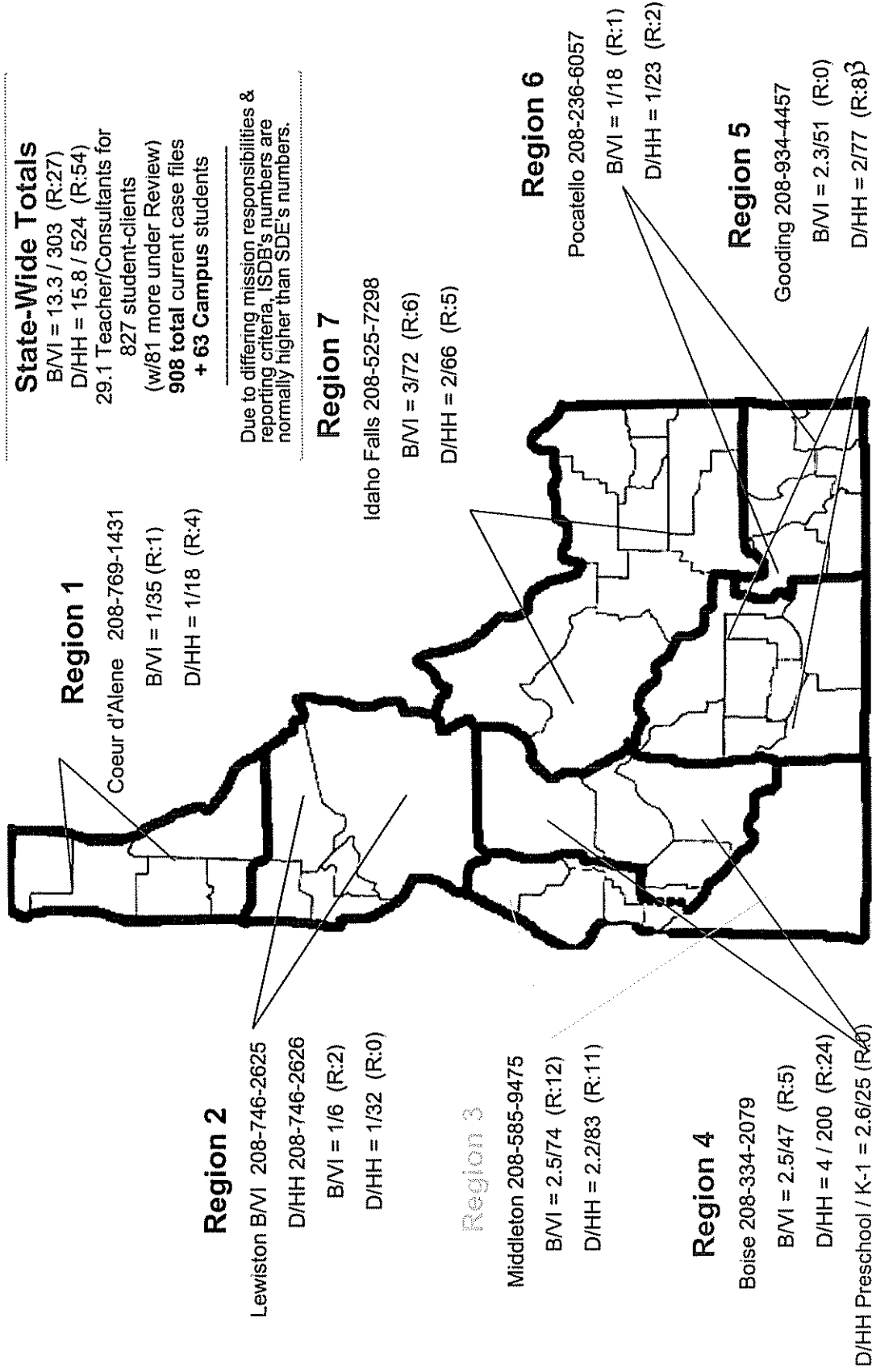
# Presentation Overview

- Current state-wide Demographics
- Why we do What we do
- Response to 2006 JFAC Guidance & SBOE Recommendations
- Campus & Outreach Program Changes
- Realignment of Campus & Outreach Budget Elements
- Accomplished Teacher Pay Equity In-House
- Strategic Plan Issues & Impacts (thru Summer 2008)
- Closing Remarks & Questions & Answers

# ISDB OUTREACH PROGRAM

## Regional Information - a/o (Revised) October 31, 2006

Example of Data: 1/30 = 1 (FTE) Consultant-Teacher / 30 Students Served, (R:4) = 4 students under Review for program entry ]

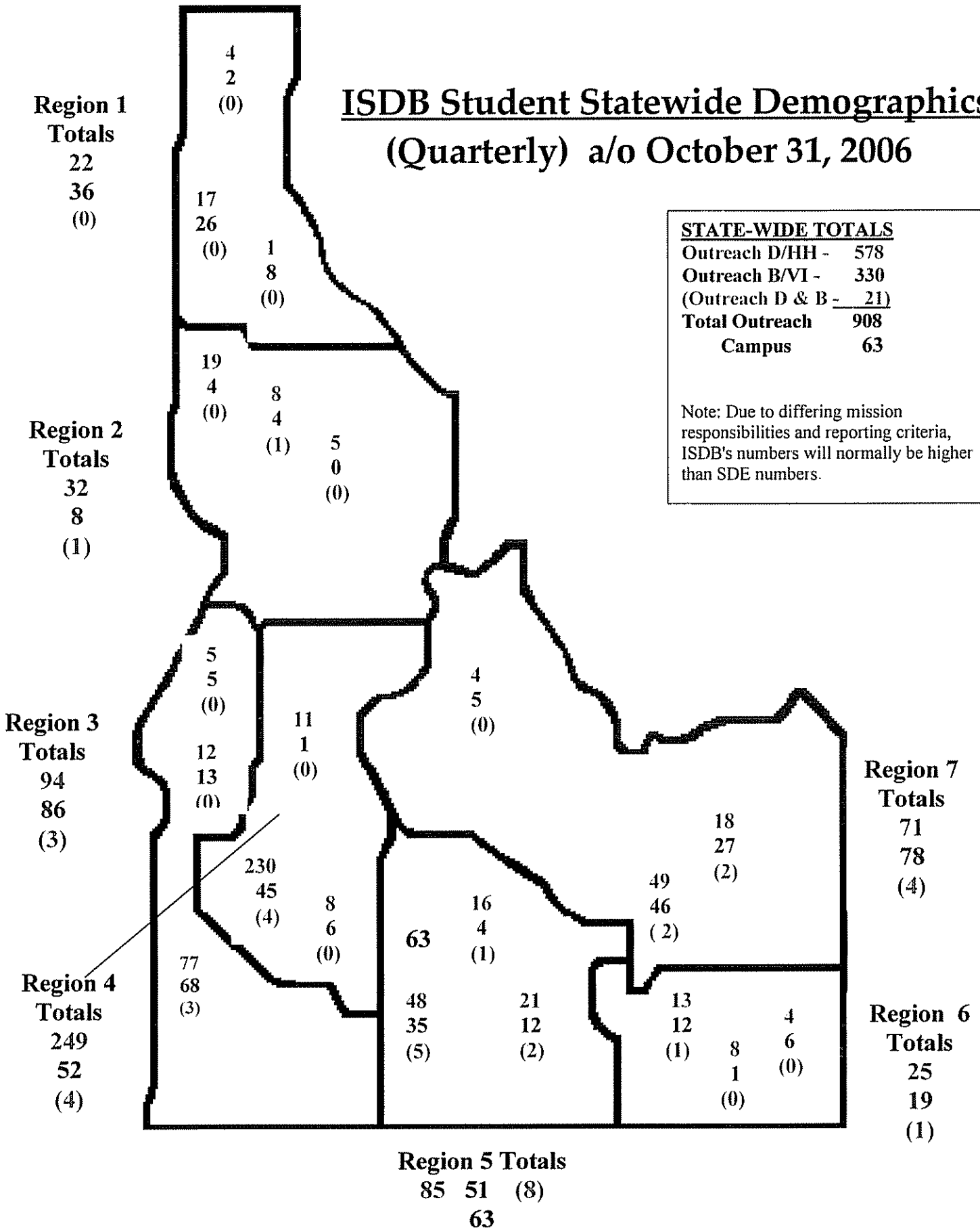


# ISDB Student Statewide Demographics (Quarterly) a/o October 31, 2006

**STATE-WIDE TOTALS**

Outreach D/HH -	578
Outreach B/VI -	330
(Outreach D & B -	<u>21</u> )
<b>Total Outreach</b>	<b>908</b>
<b>Campus</b>	<b>63</b>

Note: Due to differing mission responsibilities and reporting criteria, ISDB's numbers will normally be higher than SDE numbers.



# Why ISDB does what we do ...

- Federal & State Law (IDEIA 2004, FAPE, ADA, idc § 33-3400s, & Interagency Agreements)
  - Attached Handout; OPE Report summary- 9 recommendations, Oct 2005
- Offers cost-effective services most LEAs can't afford, if IEPs were fully implemented
- Curriculum; Modeled on National Agenda for D/HH & B/VI
  - Attached Handout; Summaries & ISDB Implementation Report, Dec 2006
- Any new Service Delivery Model will have to fully meet all legal requirements, or state must accept significant liability-risk.

# Complied with 2006 JFAC Guidance

- **3 FTEs transferred to Outreach this year (5.19-C only = 3.0-OR)**
  - 7 positions transferred to Outreach over last three years
  - another 2 positions under review for transfer
- **Closed 2 cottages**
  - smoothly handled layoff of 7 personnel; already hired 2 back
  - making "best use" of extra space for training programs & temporary accommodations
- **Spent bulk of personnel savings on Teacher Salaries**
  - have a plan to catch up to Pay "policy" this year, but will have to furlough some FTEs to do it

# 2006-2007 CAMPUS Program

- Reduced 6 to 4 cottages, 48 students bed capacity - 32 students
  - single gender accommodations; M & F, by Disability
  - "extra" cottages used for instructional programs, visitor-rental spaces, etc
- Will have 3 USU student teachers 2nd semester
- 110+ Gooding District kindergartners on Campus this year
- Full service Library provides "school" support
- Swimming pool will close due to boiler-heater breakdown
  - will lose Gooding Recreation District rental income
- Should expand Independent Living Program from 2-3 weeks to full semester or even full senior year
- SBOE policy needed on long distance transportation of students; need to resolve responsibility & funding disputes with LEAs
- CSI program expansion plans

# 2006-2007 Outreach Program Changes

- Added 3.0 FTEs (Funding for 5.19 FTE transferred from Campus)
- Developed/Implemented use of Caseload vs. Workload Formula
- Moved Meridian office to Boise; Caldwell office to Middleton (adjusted center of client service areas)
- ISDB Media Center serves all Outreach offices & LEAs with Braille textbooks, loaner assistive technology equipment, etc
- ISDB appointed state-wide NIMAS / NIMAC support agency
  - National Instructional Materials Accessibility Standards & Center.
  - Media Center will distribute materials to LEAs via current system
- Expand Education Interpreter Training to \$30K via increased SDE partnership (combined 05-06 SDE \$\$ this year)
- Took annual Parent Workshops Program out to regions this year



## Educational Interpreter Act

- anticipated future impacts
- Standards were long overdue and welcomed by professional Deaf educators
- Other states relate significant increase in Campus placement requests once LEAs feel the impacts
- Shortfalls become clear; Cost of keeping now marginally served students in LEAs rises sharply
- ISDB already has LEA inquiries; Highlights need for full-time Ed Interpreter Training Coordinator

## **Realign Campus & Outreach Budget Elements**

- ISDB, DFM, LSO, & OSBE working to re-balance budget elements for more accurate reporting
  - Most administrator salaries and some “support service” functions (i.e., Media Center, Vehicle maintenance, IT support, etc ) should be split between both elements for more accurate reporting
  - Significant Miss-Matches (mostly due to location, not function)
    - 1) Region 5 Outreach office still counted against Campus
    - 2) Ed Interpreter Training Coordinating Coordinator still counted on Campus
- Future Service Delivery Model(s) may significantly change this balance once again

# Strategic Planning Issues

( From now through summer 2008 )

- Complete all recommendations for restructuring within our scope of authority ( OPE, SBOE, JFAC '05 & '06 )
- Operations-Funding-Personnel; shift for anticipated future Service Delivery Model changes
  - Must upgrade Ed Interpreter Training Coordinator to Full-Time FTE
  - Must continue expanding Outreach program to meet demand
  - Must explore opportunities for Treasure Valley residential program
  - Must formalize Treasure Valley Auditory-Oral program to create state-wide model
- MUST maintain current services until new model is in place;  
Failure to do so creates significant liability risk for Idaho

# CLOSING REMARKS

- Great Challenges & Great Opportunities lie ahead next over the next 2-3 years
- *Dedicated, Professional, Resourceful Staff, Agency is Up to Reorganization Challenge!*
- Doing the best we can Today under very challenging circumstances

Questions, Please !

## **SUMMARY of Nine (9) Recommendations from the October 2005 Report**

### **By the Office of Performance Evaluations (JLOC - ID Legislature)**

*(parentheses = agency/body recommendation was "assigned" to for action )*

#### **Chapter 2 (of the OPE report)**

2.1: ( *Legislature* ) To ensure ISDB is operating according to legislative intent, and to provide accountability for ISDB services and functions, the Legislature should clarify the following areas of ISDB's authorizing statutes:

- Responsibilities
- Populations to serve and eligibility requirements
- Service models
- Compliance with federal requirements

2.2: ( *ISDB* ) To further clarify ISDB's responsibilities for providing education to sensory-impaired students, ISDB and cooperating agencies should revise their interagency agreements according to federal law and any changes in state statute.

2.3: ( *SBOE* ) To help ensure all students with sensory impairments in Idaho are provided a free and appropriate public education, the State Board of Education should ensure that school districts follow statutory requirements to annually report the number of sensory-impaired students in their districts to ISDB.

#### **Chapter 3**

3.1: ( *ISDB* ) To assist policymakers in making future decisions about the operation of the Gooding campus, ISDB should develop the following processes: Establish an ongoing process for tracking campus enrollment Use enrollment trend data and other available information to regularly project future enrollment Report enrollment trends and projections to the State Board of Education and the Legislature on an annual basis

3.2: ( *Legislature - SBOE - ISDB, jointly* ) To improve economic efficiency, ISDB should work with the State Board of Education to develop a plan that identifies opportunities to address rising costs per student and share the results of these efforts with the Legislature. For example, a plan should address appropriate staffing levels for administration, instruction, maintenance, support, student-teacher ratios, number of cottages in operation, and use of the facilities for other purposes.

#### **Chapter 4**

4.1: ( *ISDB - Outreach* ) To improve ISDB staff's ability to educate parents on communication options for their children, ISDB should take steps to ensure its staff understand the various options and can effectively communicate this information to parents.

4.2: ( *ISDB & Meridian SD* ) To avoid potential legal and financial disputes, ISDB should formalize its arrangement of providing instructors to teach classes within the Meridian School District in an interagency agreement pursuant to Idaho Code § 67-2332.

4.3: ( *ISDB* ) To better understand resource demands, ISDB should separately measure caseload and workload and report this information to legislative committees.

#### **Chapter 5**

5.1: ( *SBOE & ISDB, jointly* ) To clarify ISDB's intent to provide auditory-oral training to students with cochlear implants and to address parent dissatisfaction, the Idaho State Board of Education should develop policies and procedures for the school that address program vision and administration, teacher qualifications and training, and curriculum development. Input from parents and ISDB staff should be sought during policy development.

# Implementing the National Agendas for Education of Blind/Visually-Impaired and Deaf/Hard-of-Hearing Students in Idaho

*An ISDB Progress Report  
December 2006*

<b>National Agenda Goals</b>	
<b>Blind/Visually Impaired</b>	<b>Deaf/Hard-of-Hearing</b>
<p><b>Goal 1. Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment.</b></p>	<p><b>Goal 1. Early Identification and Intervention</b> The development of communication, language, social, and cognitive skills at the earliest possible age is fundamental to subsequent educational growth.</p>
<ul style="list-style-type: none"> <li>• ISDB collaborates with Idaho Sound Beginnings, Health &amp; Welfare and Public Health Dept. in early identification</li> <li>• Idaho conducts universal newborn screening for hearing loss</li> <li>• ISDB Outreach collaborate with hospitals for vision screening</li> <li>• Idaho's early identification and referral system has ranked highly in comparison with other states for many years</li> </ul>	
<p><b>Goal 2. Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.</b></p>	<p><b>Goal 3. Collaborative Partnerships</b> Partnerships which will influence education policies and practices to promote quality education for students.</p>
<p><b>Goal 9. Transition services will address developmental and educational needs (birth through high school) to assist students and their families, in setting goals and implementing strategies through the life continuum commensurate with the student's aptitudes, interests and abilities.</b></p>	
<ul style="list-style-type: none"> <li>• All ISDB programs are in full compliance with IDEA Part B (school age) and Part C (early intervention and parent education)</li> <li>• ISDB ensures that parents and related stakeholders are partners in planning and implementing the child's education plan</li> <li>• ISDB actively collaborates with public schools, SDE, H &amp; W, CDHH, ICBVI, private providers, Head Start, A.G. Bell Association, Hands &amp; Voices, medical community, university partners, among others.</li> <li>• Early and Secondary Transition programs are developed and in place to meet needs of students at all functioning levels.</li> <li>• ISDB uniquely provides post-secondary transition services for graduates, above and beyond the requirements of IDEA.</li> </ul>	

<p><b>Goal 3. Universities, with a minimum of one full-time faculty member in the area of visual impairment, will prepare a sufficient number of educators of students with visual impairments to meet personnel needs throughout the country.</b></p>	<p><b>Goal 7. Professional Standards and Personnel Preparation New collaborations and initiatives among practitioners and training programs must address the serious shortage of qualified teachers and administrators.</b></p>
<ul style="list-style-type: none"> <li>• Idaho SDE has a current agreement with Portland State University for training of Teachers of the Visually-Impaired.</li> <li>• Idaho State University has a Master’s level program for training certified teachers to gain deaf/hard-of-hearing certification.</li> <li>• ISDB employs a part-time Educational Interpreter Coordinator who coordinates efforts by ISDB/CDHH/ISU/SDE to increase the availability of qualified educational interpreters statewide.</li> <li>• ISDB provides annual training for para-pros from districts who work with BVI students.</li> </ul>	
<p><b>Goal 4. Service providers will determine caseloads based on the needs of students and will require ongoing professional development for all teachers and orientation and mobility instructors.</b></p>	
<ul style="list-style-type: none"> <li>• ISDB determines appropriate staffing for BVI and DHH Outreach positions based on a caseload/ workload formula.</li> </ul>	
<p><b>Goal 5. Local education programs will ensure that all students have access to a full array of placement options.</b></p>	<p><b>Goal 5. Placement, Programs, and Services The continuum of placement options must be made available to all students with the recognition that natural and least restrictive environments are intricately tied to communication and language.</b></p>
<ul style="list-style-type: none"> <li>• ISDB supports the full continuum of placement options with campus and Outreach support and has for the past 30 years</li> <li>• Responsive to regional needs <ul style="list-style-type: none"> <li>○ Auditory-oral program in Treasure Valley</li> <li>○ Regional pre-schools</li> <li>○ O &amp; M Specialist for Outreach</li> <li>○ Sign language classes in regions</li> <li>○ Outreach staffing increased as budgeting allows to meet growing needs</li> </ul> </li> </ul>	
<p><b>Goal 6. Assessment of students will be conducted, in collaboration with parents, by personnel having expertise in the education of students with visual impairments.</b></p>	<p><b>Goal 4. Accountability, High Stakes Testing, and Standards-Based Environments: Instruction for students must be data-driven and must focus on multiple measures of student performance.</b></p>



<ul style="list-style-type: none"> <li>• ISDB is in compliance with NCLB and state-mandated assessments</li> <li>• ISDB uses multiple measures to assess student performance and needs conducted by trained personnel.</li> </ul>	
<p><b>Goal 7. Access to developmental and educational services will include an assurance that instructional materials are available to students in the appropriate media and at the same time as their sighted peers.</b></p>	
<ul style="list-style-type: none"> <li>• ISDB manages and distributes instructional and assistive equipment and materials for students and schools to meet this goal. <ul style="list-style-type: none"> <li>○ Media Center supplies instructional materials to BVI students in the appropriate learning media statewide. ISDB is the currently identified NIMAC for the state.</li> <li>○ ISDB is the Captioned Media distribution center.</li> <li>○ ISDB loans assistive technology to districts for BVI and DHH students.</li> </ul> </li> <li>• ISDB provides training to schools and students in the use of assistive technology.</li> </ul>	
<p><b>Goal 8. Educational and developmental goals, including instruction, will reflect the assessed needs of each student in all areas of academic and disability-specific core curricula.</b></p>	<p><b>Goal 2. Language and Communication Access</b> All children deserve a quality communication-driven program that provides education together with a critical mass of communication, age, and cognitive peers, as well as language proficient teachers and staff who communicate directly in the child's language.</p>
<ul style="list-style-type: none"> <li>• ISDB serves the full array of students at all ages and performance levels (multi-handicapped to regular education).</li> <li>• ISDB instructs students in expanded core curricula and disability-specific skills.</li> <li>• ISDB staff has knowledge of the continuum of language/communication needs from auditory/oral to American Sign Language (ASL).</li> </ul>	
<p><b>Goal 10. To improve student learning, service providers will engage in on-going local, state, and national professional development.</b></p>	<p><b>Goal 8. Research</b> Federal and state dollars should be spent on effective, research-based programs and practices.</p>
<ul style="list-style-type: none"> <li>• ISDB uses research-based practices to develop and implement programs and services <ul style="list-style-type: none"> <li>○ Accesses training from educational and disability-specific experts for staff and parents</li> <li>○ Provides professional development based on current educational research</li> <li>○ Conducts annual curriculum development with staff</li> <li>○ Hosts Family Weekend/Workshops annually</li> </ul> </li> </ul>	

# National Agenda

## For Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students

The National Agenda proposes the following goals for re-making the educational delivery system for deaf and hard of hearing children and thereby freeing them to learn:

- Goal 1 - Early Identification and Intervention**  
The development of communication, language, social, and cognitive skill at the earliest possible age is fundamental to subsequent educational growth for deaf and hard of hearing students.
- Goal 2 - Language and Communication Access**  
All children who are deaf and hard of hearing deserve a quality, communication-driven program that provides education together with a critical mass of communication, age, and cognitive peers, as well as language-proficient teachers and staff who communicate directly in the child's language.
- Goal 3 - Collaborative Partnerships**  
Partnerships which will influence education policies and practices to quality education for students who are deaf and hard of hearing must be explored.
- Goal 4 - Accountability, High Stakes Testing, and Standards-Based Environments**  
Instruction for students who are deaf and hard of hearing must be data driven and must focus on multiple measures of student performance.
- Goal 5 - Placement, Programs, and Services**  
The continuum of placement options must be made available to all students who are deaf and hard of hearing, with the recognition that natural and least restrictive environments are intricately tied to communication and language.
- Goal 6 - Technology**  
Accommodations, assistive and adaptive technologies, and emerging technologies must be maximized to improve learning for students who are deaf and hard of hearing.
- Goal 7 - Professional Standards and Personnel Preparation**  
New collaborations and initiatives among practitioners and training programs must address the serious shortage of qualified teachers and administrators.
- Goal 8 - Research**  
Federal and state dollars should be spent on effective, research-based programs and practices

*The National Agenda for Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students* brings forward a set of priorities stated as goals that are designed to bring about significant improvement in quality in nature of educational services and programs for deaf and hard of hearing students. It is brought forward as an “agenda” or a list of things to be done in order to close the achievement gap that exists for our students. It is our belief that having an “agenda” would keep us focused on our priorities. Key to all the recommendations is the belief that communication access is a fundamental human right and that every deaf and hard of hearing child must have full access to all educational services.

The National Agenda is a unique document because it represents a collaboration of parents, professionals and consumers working as equal partners to achieve a common vision. No single individual, school, or organization created the National Agenda. The National Agenda Advisory Group received thousand of comments and suggestions during the period of public input and each had a voice in the development of the National Agenda.

The National Agenda is organized around eight (8) goals – each with a goal area, a goal statement, background information about the goal and a series of objectives to achieve the goal. For each objective there is a rationale for its selection. Its time to move the National Agenda off the printed page and into the hands of local schools, agencies, special schools and organizations to begin to make changes that will effect the individual children and their families in this country. With enthusiastic leadership and collaborative efforts at the federal, state and local level, many of these goals can be translated into action plans and ultimately public policy and accepted practice in education of deaf students.

We hope that those of you who have become discontent with the “status quo” will use the National Agenda to finally and fundamentally improve educational programming for students who are deaf and hard of hearing.

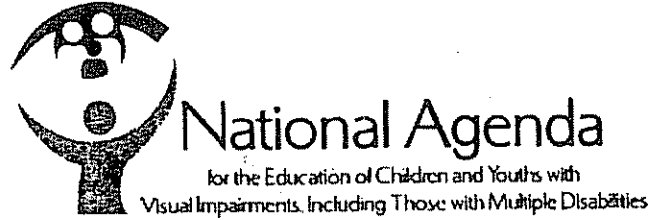
For more information about *The National Agenda*, please contact the Steering Committee members:

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*The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities* sets forth in clear and concise terms a vision and plan of action for the future of the education of children who are blind or visually impaired, as well as those who are visually impaired and have other disabilities. *The National Agenda* is comprised of the following ten goals:

Goal 1 – Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment. Teachers of students with visual impairments will provide appropriate quality services.

Goal 2 – Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.

Goal 3 – Universities with a minimum of one full-time faculty member in the area of visual impairments will prepare a sufficient number of teachers and O&M specialists for students with visual impairments to meet personnel needs throughout the country.

Goal 4 – Caseloads will be determined based on the assessed needs of students.

Goal 5 – Local education programs will ensure that all students have access to a full array of service delivery options.

Goal 6 – All assessments and evaluations of students will be conducted by and /or in partnership with personnel having expertise in the education of student with visual impairments and their parents.

Goal 7 – Access to developmental and educational services will include an assurance that instructional materials are available to students in the appropriate media and at the same time as their sighted peers.

Goal 8 – All educational goals and instruction will address the academic and expanded core curricula based on the assessed needs of each student with visual impairments.

Goal 9 – Transition services will address developmental and educational needs (birth through high school) to assist students and their families, in setting goals and implementing strategies through the life continuum commensurate with the student's aptitudes, interests, and abilities.

Goal 10 – To improve student learning, service providers will engage in on-going local, state, and national professional development.

*The National Agenda* is a grassroots effort by professionals and parents to ensure that children with visual impairments, including those with multiple disabilities, are not left behind or overlooked in today's fast-paced and generic service delivery model. Whether they are living at home and attending local community schools or any other place and eligible to receive vision-specific services, *The National Agenda* provides guidelines to their caretakers and educational personnel about what appropriate services for a child who is blind or visually impaired should entail. The structure of the organization consists of two parent co-chairs and two professional co-chairs; a steering committee made up of parents, professionals, and adults with visual impairments; and national goal leaders for each of the ten goals. All but a handful of states have state coordinators, often both parents and professionals, who provide local leadership and communicate with the national leadership about the status of goal implementation within their states. In addition, *The National Agenda* has been replicated in other parts of the world: England, Wales, New Zealand, and Australia.

For more information about *The National Agenda*, please feel free to contact any of the Co-Chairs:

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Please check the National Agenda Web site frequently for new information and materials that have been developed by the National Agenda Steering Committee and state affiliates. The Internet address is: [www.tsbvi.edu/agenda/](http://www.tsbvi.edu/agenda/)

**Thank you for your interest in and support of the *National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities.***

**INSTITUTION / AGENCY AGENDA**  
**IDAHO MUSEUM OF NATURAL HISTORY**

**SUBJECT**

A general overview of the Idaho Museum of Natural History.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section 1.A.1.  
Section 33-3012, Idaho Code

**BACKGROUND**

In May 1977, the Idaho State Board of Education adopted a resolution requesting that Governor John Evans designate the Idaho State University Museum as the Idaho Museum of Natural History (IMNH); he signed this proclamation on July 1, 1977. In 1986, the Idaho State Legislature confirmed the governor's proclamation by enacting legislation that formally designated the Museum as the official state museum of natural history (Idaho Statute 33-3012).

IMNH now exists as a Special Program of Public Service (with separate line-item funding) of the Idaho State Board of Education, with Idaho State University providing additional support, advocacy and supervision.

**DISCUSSION**

It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound musicological practices.

**IMPACT**

IMNH is well recognized by its constituents and colleagues for outstanding research, collections, and interpretation of Idaho's natural and cultural treasures. We consistently draw diverse and increasing patronage from scholars, educational institutions, and the public-at-large.

IMNH pursues programs in collections enhancement and research to support its mission.

Interpretive programs are based on audience input, academic research and professional standards, and are scholarly, meaningful, accessible and engaging.

Other Idaho natural history museums benefit from IMNH resources and services. Research, collections, and interpretation have an ample and appropriate facility in accordance with all accepted standards of curation, care and delivery.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 – DECEMBER 1, 2006**

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**INSTITUTION / AGENCY AGENDA**  
**IDAHO MUSEUM OF NATURAL HISTORY - continued**

Partners—educators, businesses, state and federal agencies, and other community service organizations and individuals—are actively engaged in fulfilling the IMNH mission through contributions of funding, time, expertise and advocacy.

**ATTACHMENTS**

Attachment 1 – Handout of PowerPoint Slides

**STAFF COMMENTS AND RECOMMENDATIONS**

No staff comments or recommendations are needed at this time.

**BOARD ACTION**

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

**REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY**

**State Board of Education Policies and Procedures**

**Section I Governing Policies and Procedures**

**A. Policy Making Authority**

**1. Definition**

The Governing Policies provide broad basic principles that generally form the foundation for Board procedures. The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) intends each organization under its governance to follow the policies and procedures outlined herein. As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho and Eastern Idaho Technical College. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Professional-Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education. "School" refers to the Idaho School for the Deaf and the Blind.

**Idaho State Statute**

TITLE 33  
EDUCATION  
CHAPTER 30  
IDAHO STATE UNIVERSITY

33-3012. STATE MUSEUM OF NATURAL HISTORY. (1) Recognizing the importance of our natural heritage to the citizens of the state of Idaho, and the need for a state museum of natural history which would preserve and interpret natural history objects and which would provide educational services about our natural heritage for both residents and visitors through its own facilities and by supporting and encouraging local and municipal natural history museums throughout the state of Idaho, there is hereby created and established at Idaho State University a state museum of natural history to be known as the Idaho museum of natural history, where tangible objects and documents reflecting our natural heritage may be collected, preserved, studied, interpreted, and displayed for educational and cultural purposes.

(2) The Idaho museum of natural history may receive gifts, contributions, and donations of all kinds for the purpose of support and maintenance of the museum, and may receive tangible objects and specimens for the development of collections, educational programs and exhibits.



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## Idaho Museum of Natural History



Where Giant Prehistoric Bison Still Roam...

## Founded in 1934

- Established by a group of professors in an effort to collect, preserve and display the region's natural and cultural heritage.



## Designated as "Idaho Museum of Natural History" in 1977

- Name officially changed by resolution adopted by State Board of Education and signed by Governor John Evans.



## Designated as Idaho's official museum of natural history in 1986

- Idaho State Legislature enacted legislation that formally designated the IMNH as the state's official museum of natural history.



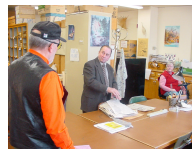
## 2009 Marks Museum's 75<sup>th</sup> Anniversary

- Initial planning is already underway for special events and activities to celebrate the IMNH's 75<sup>th</sup> year of existence.



## The Three Faces of the IMNH

- Public Programs
- Collections
- Research



## PUBLIC PROGRAMS

- Exhibits
- Lectures and Presentations
- Field Trips
- Children's Activities

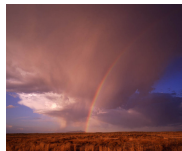


## EXHIBITS



- The IMNH strives to offer at least two new exhibits each year.
- Recent exhibits have included "The Flows: Photography and Poetry of the Great Rift" and "Bigfoot: How Do We Know?"
- Future exhibit topics include "The Gem State: Rocks and Minerals of Idaho" and "Idaho's Snakes."

## EXHIBITS



These photos, along with others by Tim Frazier and Dr. Roger Boe, graced the recent exhibit, "The Flows: Photography and Poetry of the Great Rift."

## EXHIBITS



"Bigfoot: How Do We Know?" uses this intriguing phenomenon to delve into the different aspects of knowing that make up our perceptions of the world.

## LECTURES & PRESENTATIONS



## CHILDREN'S ACTIVITIES

- School Visits
- Children's Classes
- Science Trek
- Science-in-Depth
- Forays into the Field



## RESOURCES FOR TEACHERS

- Education Resources Center
- Discovery Boxes



## COLLECTIONS

- The IMNH holds more than 500,000 artifacts in areas including anthropology, paleontology, archaeology, botany and ethnographic materials.



## COLLECTIONS

- The IMNH is the official state repository and we hold items for state and federal agencies including the Bureau of Land Management and the Bureau of Reclamation.



## RESEARCH

- Research is a vital component to the IMNH mix. Both in the field and in the lab, scientists are examining Museum collections hoping to unlock mysteries of the past.



## SPECIAL PROJECTS

- The IMNH has been fortunate to be awarded a number of grants to fund special projects.
- Recent projects include the following slides:

## IN STEP WITH LEWIS & CLARK



- Earlier this year, the Idaho Governor's Lewis & Clark Trail Committee granted the IMNH nearly \$30,000 to produce a radio series that looks at the Lewis & Clark journey from a natural history perspective.

## IDAHO NATURAL HISTORY GARDEN

- Last spring, the IMNH received \$5,000 from the Ifft Foundation Fund to create a native plant garden.



## IMNH ON THE ROAD

- Just recently, the IMNH was awarded a grant for nearly \$33,000 from the Institute of Museum and Library Services to create a comprehensive, proactive traveling exhibits program.



## HOW YOU CAN GET INVOLVED!

- Volunteer
- Become a Member
- Take a Class



## HOW YOU CAN SUPPORT US!

- Visit us and learn what we are about
- Sponsor one of our programs or exhibits
- Make a general donation
- Use our resources
- Tell a friend about us

## LOOK FOR US IN THE NEWS!

- Information on the IMNH's activities and exhibits regularly appear in print as well as on television and radio.

## QUESTIONS?

- If you'd like to know even more about the Idaho Museum of Natural History and our activities, please feel free to give call us at 208-282-3168, stop by our offices or visit our website at <http://imnh.isu.edu>. We send out an e-newsletter twice a month to update people on upcoming events. We'd be happy to add you to that list.
- Thank You!!

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA**  
**IDAHO STATE HISTORICAL SOCIETY**

**SUBJECT**

District 3 appointment to the Idaho State Historical Society Board of Trustees.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.1.b.(2)

**BACKGROUND**

The State Board of Education is responsible for appointment to the Idaho State Historical Society Board of Trustees.

**DISCUSSION**

A vacancy on the Board of Trustees of the Idaho State Historical Society will occur on January 1, 2007, when Tony Edmondson (Weiser) completes his second, six-year term.

The Idaho State Historical Society issued a news release to all media in District 3, which encompasses Adams, Canyon, Gem, Owyhee, Payette, and Washington counties. In addition, a notice was mailed to all historical societies and museums in the district.

The search produced one interested individual: Fred Walters, Cambridge. A nominating committee comprised of ISHS Trustees Tom Blanchard, Judy Meyer, and Jesse Walters reviewed the applications and an interview was conducted.

At its October 20, 2006, quarterly meeting, the Idaho State Historical Society Board of Trustees reviewed the findings of the nominating committee. Subsequently, and despite there being only one candidate, the ISHS Board of Trustees unanimously recommended that due to his outstanding qualifications Fred Walters of Cambridge (vita attached) be appointed to fill the District 3 vacancy.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Fred Walters Vita

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the appointment of Fred Walters to the Idaho State Historical Society Board for a term starting January 1, 2007 to December 31, 2013.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS  
NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA  
IDAHO STATE HISTORICAL SOCIETY - continued**

**BOARD ACTION**

To approve the appointment of Fred Walters to the Idaho State Historical Society Board for a term starting January 1, 2007 to December 21, 2013.

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

**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Historical Society

April 2002

**G. Idaho State Historical Society**

The Idaho State Historical Society (ISHS) is responsible for collecting, preserving, and displaying artifacts and information illustrative of Idaho history, culture, and society. Through its educational programs for children and adults, it promotes and encourages interest in the history of Idaho. The society maintains the State Archives, the State Museum, state-owned historic sites, the Oral History Center, the State Historical Library, and the State Genealogical Library. The State Historical Society also maintains the Office of the State Archaeologist.

1. State Historical Society Board

- a. The State Historical Society Board of Trustees shall be appointed by the State Board of Education as provided for in Idaho Code §67-4124.
- b. Board Appointment Procedures:

(1) Incumbent Reappointment

In the event that the incumbent candidate has served only one term and is interested in reappointment, the Board of Trustees shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The State Historical Society Board of Trustees, on behalf of the State Board of Education, will advertise the vacancy in the Society's publications, and through other regional and local historical societies. Such advertisement will solicit interested persons to apply for the vacant position on the ISHS Board of Trustees.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a trustee of the ISHS. Each applicant must also

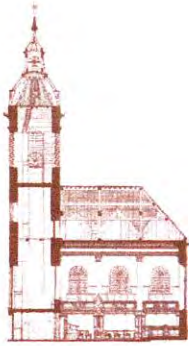


**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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provide evidence of his or her qualifications for the position, relative to the requirements of § 67-4124, Idaho Code. Lastly, each applicant must identify his or her primary residence.

- (c) The ISHS Board of Trustees will review all applications for the vacant trustee position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.



FREDERICK L. WALTERS  
Historical Architect • Architectural Conservator  
2752 Burton Lane, P.O. Box 437, Cambridge, Idaho 83610

Office: 208-257-4228      Email: flwarch@ctcweb.net

Tuesday, September 5, 2006

Steve Guerber  
Executive Director  
Idaho State Historical Society  
2205 Old Penitentiary Road  
Boise, Idaho 83712

Re: Board of Trustees application

Dear Mr. Guerber:

I am writing to apply for the Idaho State Historical Society Trustee for District 3 that will open on January 1, 2007. Enclosed please find the requested résumé and reference list.

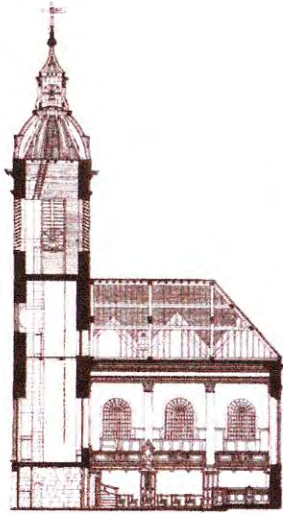
For most of the past 35 years I have been professionally involved with the history of Idaho. In September of 1972, I started work for the Idaho State Historical Society constructing interpretive displays and assisting the curators in object conservation. When the State Historic Sites program was begun in 1975, I was appointed its first administrator with an office at the Old Penitentiary site. I remained in that position until 1978, leaving formal employment with the Society to pursue a post-graduate degree in the Conservation of Historic Structures in York, England. Returning to Idaho in 1979, I worked as an architectural conservation consultant for the State Historic Preservation Office until 1986. Following several years on the east coast working in architectural conservation, my family returned to the West in 1993, settling in Oregon. In 1994, the Idaho Heritage Trust retained my services to provide architectural technical assistance for their grant program. This position has required extensive travel throughout Idaho, averaging 40 building assessments a year and over 400 grants projects.

In 1993, I received my license to practice architecture and initiated my private practice in historical architecture. My wife and I relocated to Cambridge, Idaho, in December 2005, where I continue to practice in both the public and the private field.

The majority of my professional career has involved the history of Idaho as revealed through its built environment. From this perspective, I believe I can contribute to the vital work of the Idaho State Historical Society in preserving Idaho history. Thank you.

Sincerely,

  
Frederick L. Walters



FREDERICK L. WALTERS  
Historical Architect • Architectural Conservator  
2752 Burton Lane, P.O. Box 437  
Cambridge, Idaho 83610

Education:

University of New Mexico  
BA: English Literature - cum  
laude 1970  
Institute of Advanced  
Architectural Studies,  
University of York, York,  
England. Post-Graduate  
Diploma: Conservation of  
Historic Buildings 1979.

Registration Status:

• Registered Architect •  
Oregon No. 3585 • Idaho No. AR-2299  
Nevada No. 4717 • Washington No. 8831  
NCARB Certificate No. 47442

Affiliations:

American Society of Civil Engineers:  
Standards Committee on Condition  
Assessment of Existing Buildings:  
1984 - 2000

- 1) Member • Subcommittee on  
Structural Condition Assessment  
of Existing Buildings.
- 2) Member • Subcommittee on  
Standard Guidelines for Seismic  
Rehabilitation of Existing  
Buildings.
- 3) Member • Subcommittee for  
Condition Assessment of the  
Building Envelope.

Presentations:

Papers have been presented to:  
National Park Service • Presentation at  
Ebey's Landing National Historical Reserve  
• 2005  
AIA • CSI Products Conference '01  
Oregon History Conference '00  
Univ. of Oregon Historic Preservation  
Field School. '99 to present

Teaching:

Adjunct Assistant Professor  
University of Oregon • School of  
Architecture and Allied Arts  
Preservation Technology:  
Historic Masonry • 1996-2004  
Condition Assessment of  
Historic Buildings • 1998-2004

Awards:

The Maryland Historical Trust  
Honored for Architectural Conservation  
work on Patapsco Female Institute Ruins  
Stabilization Project, November 1996

Distinguished Preservationist Award  
Idaho Historic Preservation Council 1998

References:

Listing available on request.

## **Experience:**

### **Research & Investigations:**

Historical Research, Condition Assessment, and Evaluation studies have been conducted for more than 240 buildings in the past 24 years, encompassing 18th, 19th, and 20th century structures, contemporary high rise to historic buildings, spanning from vernacular through classical.

#### **Ebey's Landing National**

##### **Historical Reserve**

Historic Structures Report for Ferry House (1859), Jacob Ebey (1860), Jacob Ebey Blockhouse, Rockwell House, Reuble Barn, Whidbey Island, Washington, National Park Service 2000-present

#### **San Juan Island National Historical Reserve, San Juan Island, WA**

Historic Structure Reports for 2 structures at American Camp and 4 structures at English Camp, National Park Service 2002-present

#### **Vista House, Columbia River Highway,**

State of Oregon, built 1917; National Historic Landmark; Building Material Conservation Report, 1995-1998

#### **Historic Rustic Style Buildings of Silver Falls State Park,**

State of Oregon Four Buildings Constructed by the Civilian Conservation Corps (CCC) - 1935-1940; Conservation Study for Building Envelope Rehabilitation 1998-1999.

#### **Mount Rainier National Park**

Historic Structures Reports for four (4) National Historic Landmarks;

Longmire Community Building 1998

Administration Building 1999

Paradise Inn 2000

Sunrise Stockade 2001

National Park Service, 1998-2003

## Construction Projects:

Consultation/employment with Architectural & Engineering firms has included experience with Design & Construction Services; these services include preliminary and working drawings, specifications, bidding documents & project administration.

Silver City School Building, Silver City, Idaho, Historic Assessment and Construction Documents for restoration of 1892 structure, including structure, exterior envelope, brick chimney, windows, doors, and ADA access; prepared for Historic Silver City Foundation, Inc, 2004-2006

Reuble Barn Stabilization, Ebey's Land National Historical Reserve, Coupeville, Washington; Assessment and Construction Documents for historic barn; prepared for National Park Service, 2004-2005

Mt. Constitution Tower, Orcas Island, WA Assessment, Evaluation, & Design Development documents for 1938 observation tower; Washington State Parks, prepared for CH2M Hill Engineers, 2002-2004.

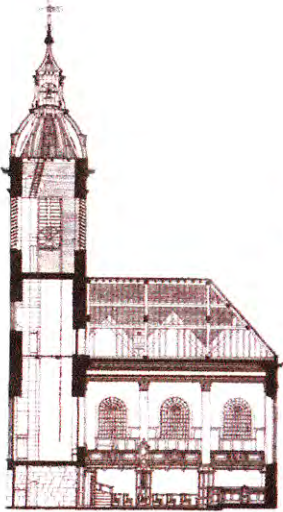
Pocatello High School,  
Pocatello, Idaho; constructed 1934; terra cotta and masonry rehabilitation; details and specifications, prepared for Myers-Anderson Architects, 1998.

Vista House, Columbia River Highway  
Develop Conservation Documents for Historic Steel Windows Restoration; Balcony Deck; Stone Veneer; Tile Dome; prepared for Oregon Parks and Recreation Department, 1997-2003

Coeur d'Alene Mission of Sacred Heart  
National Historic Landmark, Cataldo, Idaho, built 1848-1853; Develop Conservation Documents for Wood Columns and Facade, 1997-2003

Ada County Courthouse, Boise, Idaho,  
8 story mid-rise, stone clad concrete frame, built 1927; stone cladding repair & roof replacement, parapet wall repair; prepared for CH2M Hill, 1994-1995.

South Falls Lodge Conservation and Rehabilitation Project, Silver Creek Falls State Park, Silverton Oregon; construction documents for exterior envelope conservation, prepared for Oregon Parks and Recreation Department, 1998-1999.



FREDERICK L. WALTERS  
Historical Architect • Architectural Conservator  
2752 Burton Lane, P.O. Box 437, Cambridge, Idaho 83610

### References

Professional and personal reference may be requested by directly contacting the following firms, organizations, and individuals

#### Professional References:

##### The Idaho Heritage Trust

P.O. Box 830  
Weiser, Idaho 83672  
(208) 549-1788  
Gaetha Pace  
Executive Director

##### National Park Service

Columbia Cascades Sys Support Ofc  
909 First Avenue  
Seattle, WA 98104-1060  
(206) 220-4000

Stephanie Toothman  
Regional Preservation Administrator  
Hank Florence  
Historical Architect  
Gretchen Luxenberg  
Historian

##### University of Oregon

School of Architecture and Allied Arts  
Eugene, Oregon 97403-5249  
(541) 346-2993

Donald L. Peting, Director Emeritus  
Historic Preservation Program

##### Oregon Department of Parks & Recreation

725 Summer St. E., Suite C  
Salem, Oregon 97301-1271  
(503) 986-0707

Matt Reynolds  
Engineering Division

##### Washington State Parks & Recreation Commission

7150 Cleanwater Lane  
P.O. Box 42650  
Olympia, Washington 98504-2650

Gerry Tays  
Planning Division  
360-902-8693

#### Personal Reference:

University of Idaho: Boise  
GAR Building, State Street  
Boise, Idaho 83702  
(208) 344-2999

Martin L. Peterson  
Assistant to the President

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA**  
**IDAHO STATE HISTORICAL SOCIETY**

**SUBJECT**

District 6 appointment to the Idaho State Historical Society Board of Trustees.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.1.b.(2)

**BACKGROUND**

The State Board of Education is responsible for appointment to the Idaho State Historical Society Board of Trustees.

**DISCUSSION**

A vacancy on the Board of Trustees of the Idaho State Historical Society will occur on January 1, 2007, when the term currently held by Paul Link (Pocatello) expires.

The Idaho State Historical Society issued a news release to all media in District 6, which encompasses Bannock, Bear Lake, Caribou, Franklin, Oneida, and Power counties. In addition, a notice was mailed to all historical societies and museums in the district.

The search produced two interested individuals: Paul Link, Pocatello (seeking a second term); and Bert Marley, McCammon. A nominating committee comprised of ISHS Trustees Tom Blanchard, Judy Meyer, and Jesse Walters reviewed the applications and interviews were conducted with both.

At its October 20, 2006, quarterly meeting, the Idaho State Historical Society Board of Trustees reviewed the findings of the nominating committee. Below is the Idaho State Historical Society's Board of Trustees recommendation for the District 6 Trustee appointment to our Board. As has been the practice in past years, the candidates are ranked in order of preference:

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Bert Marley's Vita

Attachment 2 – Paul Link's Vita

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the appointment of Bert Marley to the Idaho State Historical Society Board for a term starting January 1, 2007 to December 31, 2013.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA**  
**IDAHO STATE HISTORICAL SOCIETY - continued**

**BOARD ACTION**

To approve the appointment of Bert Marley to the Idaho State Historical Society Board for a term starting January 1, 2007 to December 21, 2013.

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



**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Historical Society

April 2002

**G. Idaho State Historical Society**

The Idaho State Historical Society (ISHS) is responsible for collecting, preserving, and displaying artifacts and information illustrative of Idaho history, culture, and society. Through its educational programs for children and adults, it promotes and encourages interest in the history of Idaho. The society maintains the State Archives, the State Museum, state-owned historic sites, the Oral History Center, the State Historical Library, and the State Genealogical Library. The State Historical Society also maintains the Office of the State Archaeologist.

1. State Historical Society Board

a. The State Historical Society Board of Trustees shall be appointed by the State Board of Education as provided for in Idaho Code §67-4124.

b. Board Appointment Procedures:

(1) Incumbent Reappointment

In the event that the incumbent candidate has served only one term and is interested in reappointment, the Board of Trustees shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The State Historical Society Board of Trustees, on behalf of the State Board of Education, will advertise the vacancy in the Society's publications, and through other regional and local historical societies. Such advertisement will solicit interested persons to apply for the vacant position on the ISHS Board of Trustees.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a trustee of the ISHS. Each applicant must also provide evidence of his or her qualifications for the position, relative to the requirements of § 67-4124, Idaho Code. Lastly, each applicant must identify his or her primary residence.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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- (c) The ISHS Board of Trustees will review all applications for the vacant trustee position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.

### Paul Karl Link

Department of Geosciences, Idaho State University, Pocatello, ID 83209

(208) 282-3365, Fax 208-282-4414

E-Mail linkpaul@isu.edu

Idaho Registered Professional Geologist #522

#### Professional Preparation

Yale University, Geology	B.S.	1976
University of Adelaide, South Australia,	B.Sc. Hons.	1977
University of California, Santa Barbara,	Ph.D.	1982

#### Appointments

2002-2003; 2006 Visiting Researcher, Australian National Univ., Research School of Earth Sci., Canberra

1991 Visiting Researcher, Cambridge University, Department of Earth Sciences, Cambridge, England

1980-present: Instructor, Assistant Professor, Associate Professor, Professor, Department Chair (1985-1993; 1994-1995), Summer Field Camp Director (2002-) Department of Geosciences, Idaho State University, Pocatello

1981-1995: Geologist: U.S. Geological Survey, Branch of Central Mineral Resources, Denver, Colorado and Branch of Western Mineral Resources, Spokane, Washington

#### Five Publications--Most closely related to the proposed project

Beranek, L.P., Fanning, C.M., and Link, P.K., 2006, Miocene to Holocene landscape evolution of the western Snake River Plain region, Idaho: Using the SHRIMP detrital zircon provenance record to track eastward migration of the Yellowstone hotspot: *Geological Society of America Bulletin*, v. 118, p. 1027-1050.

Fanning, C.M., and Link, 2004, U-Pb SHRIMP ages of Neoproterozoic (Sturtian) glaciogenic Pocatello Formation, southeastern Idaho: *Geology*, v. 32, no. 10, p. 881-884.

Geslin, J.K., Link, P.K., and Fanning, C.M., 1999, High-precision provenance determination using detrital-zircon ages and petrography of Quaternary sands on the eastern Snake River Plain, Idaho: *Geology*, v. 27, no. 4, p. 295-298.

Link, P.K., McDonald, H.G., Fanning, C.M., and Godfrey, A.E., 2002, Detrital zircon evidence for Pleistocene drainage reversal at Hagerman Fossil Beds National Monument, central Snake River Plain, Idaho: in Bonnicksen, Bill, C.M. White, C.M., and McCurry, Michael, eds., *Tectonic and Magmatic Evolution of the Snake River Plain Volcanic Province: Idaho Geological Survey Bulletin 30*, p. 105-119.

Link, P.K., Fanning, C.M., and Beranek, L.P., 2005, Reliability and longitudinal change of detrital-zircon age spectra in the Snake River system, Idaho and Wyoming: An example of reproducing the bumpy barcode: *Sedimentary Geology*, v. 182, p. 101-142.

Link, P.K., Fanning, C.M., Lund, K.I., and Aleinikoff, J.N., submitted, Detrital zircons, correlation and provenance of Mesoproterozoic Belt Supergroup and correlative strata of east-central Idaho and southwest Montana: in Link, P.K., and Lewis, R.S., eds., *SEPM Special Publication, Proterozoic geology of western North America and Siberia*

#### 5 other significant publications

Janecke, S.U., Carney, S., Evans, J., Perkins, M., Link, P.K., Oaks, R.Q., Jr., and Nash, B., 2004, Late Miocene-Pliocene detachment faulting and superimposed Plio-Pleistocene Basin and Range extension inferred from dismembered rift basins filled with the Salt Lake Formation, S.E. Idaho: in Reynolds, R.G., and Flores, R.M., eds., *Cenozoic Systems of the Rocky Mountain Region, Rocky Mountain Section, SEPM*, p. 369-406.

Link, P.K., and Stanford, L.R., 1999, Geologic compilation map of the Pocatello 30 by 60 minute quadrangle, Idaho: Idaho Geological Survey Technical Report 99-02, scale 1:100,000.

Long, S.P., Link, P.K., Janecke, S.U., Perkins, M.E., and Fanning, C.M., 2006, Multiple phases of Tertiary extension and synextensional deposition of Miocene-Pliocene Salt Lake Formation in an evolving supradetachment basin, Malad Range, southeast Idaho: *U.S.A., Rocky Mountain Geology*, v. 41, no. 1., p. 1-27.

- Lorentz, N.J., Corsetti, F.A., Link, P.K., 2004. Seafloor precipitates and C-isotope stratigraphy from the Neoproterozoic Scout Mountain Member of the Pocatello Formation, southeast Idaho: implications for Neoproterozoic Earth System behavior. *Precambrian Research*, V. 130: p. 57-70.
- Piper, D.Z., and Link, P.K., 2002, An upwelling model for the Phosphoria sea: A Permian, ocean-margin sea in the northwest United States: *AAPG Bulletin*, v. 86, no. 7, p. 1217-1235.

#### **Synergistic Activities**

1. Director of Idaho State University Geoscience Summer Field Camp, 2002-present.
2. Lead editor on Special Issue of *Sedimentary Geology* (with Mark Fanning and Brian Mahoney). v. 182. 2005, dealing with Isotopic Determination of Sediment Provenance.
3. Lead Principal Investigator at Idaho State University on 1997, 3-year Department of Energy Grant entitled Remediation Technologies and Hydrogeology on the Idaho National Engineering and Environmental Laboratory (INEEL), Eastern Snake River Plain, Idaho. This involved supervising about \$1.5 million dollars in research funds, routed through the Idaho Water Resources Research Institute (IWRRI), and coordinating between 6 faculty, 3 post-docs, and 7 graduate students and staff. Lead editor on summary volume stemming from this project (Link, P.K., and Mink, L.L., editors, *Geology, Hydrogeology and Environmental Remediation*, Idaho National Engineering and Environmental Laboratory, Eastern Snake River Plain, Idaho: Geological Society of America Special Paper 353, 2002)
4. Digital Atlas of Idaho, <http://imnh.isu.edu/digitalatlas/> NSF Geoscience Ed grant (\$150k) awarded June 04, to prepare Digital Geology of Idaho web course and compile state digital geologic map. Grant built upon Idaho Board of Education Technology Incentive Grant, 1998 and 1999; Principle Investigator on 4-year multi-institutional grant (total of \$700k) to prepare CD and website containing information on natural history and geography of Idaho, aimed at K-12 teachers and Introductory-level college geology labs.
5. Regular participant in USGS EdMap program which involves obtaining one-year grant support for M.S. students mapping 7 1/2 minute geologic quadrangles in southeastern Idaho. I and students have received 8 EdMap grants (about \$10k each) over the last 8 years (1997-2005) and each has resulted in an M.S. thesis and a geological quadrangle map.

#### **Collaborators**

C. Mark Fanning, Australian National University  
 Susanne Janecke, Utah State University  
 Reed Lewis, Idaho Geological Survey  
 H. Gregory McDonald, U.S. NPS  
 David W. Rodgers, Idaho State University  
 Don Winston, University of Montana  
 Eric Roberts, Univ. of Witwatersrand  
 Adolph Yonkee, Weber State Univ.

Scott Hughes, Idaho State University  
 Mel Kuntz, U.S. Geological Survey  
 J. Brian Mahoney, Univ. Wisc., Eau Claire  
 L.L. Mink, U.S. Dept. of Energy  
 Loudon Stanford, Idaho Geological Survey  
 Carol Dehler, Utah State Univ.  
 Shuhab Khan, Univ. of Houston  
 Frank Corsetti, Univ. Southern Cal.

#### **Graduate Advisor**

John Crowell, Univ. California Santa Barbara

#### **Graduate and Postdoctoral Advisees**

##### **Postdoctoral Scholars (Total 3)**

Jeff Geslin--ExxonMobil Upstream Research Co., 1998-1999; Gary Gianinny--Fort Lewis State College, CO., 1998-1999; Erick Bestland--Flinders University of South Australia, 1999-2000

##### **M.S. thesis advisor (Idaho State University, total of 65 M.S. advisees since 1980)**

1998—Savona Anderson, Mark Kiessling, James Riesterer; 1999—Linda .E. Mark, Jen. Borgert; 2000—Tracy .J. Crane; 2001—John Blakley, James Blair, Richard Allison, Mary Kauffman, Brian. Hough; 2002—Tim Gunderson, Arron Pope, Duane DeVecchio, Steph Carney (Utah State University); 2003-- Diane Wheeler, Val Sheedy, Julia McHugh; 2004, Sean Long, Terrence Osier; Dan Narsavage, 2005—Luke Beranek, Laura DeGrey, Chris Meehan; 2006—Will Oakley, Rodger Rapp

DISTRICT 29  
BANNOCK COUNTY

HOME ADDRESS  
8806 S. OLD HIGHWAY 91  
McCAMMON, IDAHO 83250  
HOME (208) 254-3586  
FAX (208) 254-3898



OFFICE ADDRESS  
STATE CAPITOL  
P.O. BOX 83720  
BOISE, IDAHO 83720-0081  
(208) 332-1408  
FAX (208) 334-2116

## Idaho State Senate

### SENATOR BERT C. MARLEY

Idaho State Historical Society Board of Trustees  
1109 Main, Ste 250  
Boise, ID 83702

To Whom it May Concern:

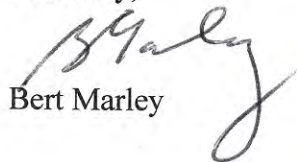
I am writing in regards to the open position on the Idaho State Historical Society Board of Trustees. I have supported the work of the Society for many years and have a deep and abiding interest in the study and preservation of our state heritage. My father, a history professor at ISU and past board member of the Society, bestowed me with a great love and appreciation for this work.

Over the past nine years, including seven years of the Joint Finance and Appropriations Committee, I have worked and fought for increased and adequate funding for the Society. As a legislator, I have developed strong working relationships with key legislative leaders. In my recent bid for State Superintendent of Public Instruction, I enjoyed the endorsement of the full leadership of both the House and Senate Minority Caucus. In addition, individuals like JFAC Chairman Senator Dean Cameron and Representative Scott Bedke have publicly praised my effectiveness and hard work. It is evident that our mutual respect transcends political lines.

I believe my background, experience, and relationships, could greatly benefit and assist in the work of the Society. I look forward to once again employing my knowledge and skills on behalf of Idaho and the Historical Society.

Please contact me to further discuss your needs and my capabilities. Thank you for your consideration.

Sincerely,

  
Bert Marley

# BERT C. MARLEY

8806 S. Old Hwy 91 • McCammon, ID • 83250  
208-254-3586 • [bcmarley@hotmail.com](mailto:bcmarley@hotmail.com)

## EDUCATION

**Master of Science**, Utah State University, graduated 1995

**Bachelor of Arts**, Idaho State University, graduated 1973

**Certificate of Crop and Soil Technology**, Idaho State University Vocational Technical School, 1977

## RELEVANT WORK EXPERIENCE

### Secondary Educator

Marsh Valley Middle School and High School, 1984-present

- Served as chair of the Foreign Language and Social Studies Departments
- Developed and coordinated German American Partnership Program exchange starting in 1986

### Farmer

McCammon, Idaho, 1990-present

- Own and operate family farm and cow/calf operation

### Self-Employed

Weed and Pest Control business, 1983-1987

- Managed and operated three weed and pest control trucks as a small business owner
- Oversaw budgeting, expenditures, marketing and advertising of business
- Hired and trained two to three employees per season
- Ensured compliance with governmental regulations

## GOVERNMENT SERVICE

**Idaho Senate**, 2001-present

- Committees include: Local Government and Taxation, Judiciary and Rules, Transportation and the Joint Finance and Appropriations, Education, Joint Legislative Oversight Committee
- Vice-chair of the Idaho Technology in Learning Committee addressing technology in K-12 and higher education
- Served as Caucus Chair from 2001-2002

**Candidate for State Superintendent of Public Instruction**, 2006

### Sales and Research Representative

Dupont Agrichemical, 1979-1983

- Oversaw sales for Utah and southeast Idaho
- Collaborated with university personnel to further environmentally-friendly agrichemical research
- Worked with managers and field agents from various area fertilizer and chemical dealers
- Created and conducted several training and informational sessions per week in season for growers

### Weed Control Supervisor

Bannock County, 1974-1979

- Developed and implemented county-wide noxious weed control program
- Supervised and trained spray crews
- Oversaw budgeting and equipment buys for department
- Served as president of the Idaho Weed Control Superintendents Association
- Appointed to Governor Evans' Blue Ribbon Committee on weed control

**Idaho House of Representatives**, 1998-2001

- Committees included: State Affairs, Transportation, Education, Commerce and Human Resources, Joint Finance and Appropriations
- Served on the Information Technology Resource Management Council which assisted in state agency Y2K compliance and helped create the Access Idaho Web site
- Served on Public Employee Retirement advisory committee recommending improvements in state employee retirement benefits.

## PROFESSIONAL ACHIEVEMENTS and AWARDS

- President of Marsh Valley Education Association, 1986-1987, 1987-1988 and 2003-2004
- Vice President of Marsh Valley Education Association, 1985-1986
- Served as a chief negotiator determining procedural agreements for Marsh Valley Education Association
- Member of the Idaho Education Association Board of Directors, 2002-2005
- Member of Phi Delta Kappa Honor Society
- Idaho Education Association Friend of Education award, 2004
- Outstanding Lay Leader Award from the Mountain Plains Adult Education Association
- Idaho Foreign Language Teacher of the Year, 2000
- Division A2 Cross Country Coach of the Year, 1995
- Statesman of the Year Award, Idaho State University Pi Sigma Alpha, 2004

## COMMUNITY ACTIVITIES

- Past member of the Region Six Substance Abuse Authority
- Twenty-plus years as a Boy Scouts of America leader
- Active in church, having served in several leadership positions, many involving supervisory and training roles
- McCammon Ditch Company Board of Directors

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA**  
**EASTERN IDAHO TECHNICAL COLLEGE**

**SUBJECT**

There is a vacancy on the EITC Advisory Council.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-2212, Idaho Code  
Idaho State Board of Education Governing Polices & Procedures IV.I.

**BACKGROUND**

Consistent with Idaho Code 33-2212, the State Board for Vocational Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

**DISCUSSION**

One (1) person is presented by the current EITC Advisory Council to the State Board of Education in order to fill a vacancy created January 1, 2006. The EITC Advisory Council requests the State Board of Education appoint the recommended person, bringing the EITC Advisory Council membership to 15. The nominee is Renee R. Magee.

Her term will begin immediately upon State Board of Education ratification and continue through 2009.

The vacancy was advertised in three (3) newspapers during the week of March 2, 2006. We received no applicants for the vacant position. The candidates were chosen by review and vote of the current membership.

**IMPACT**

This will bring the EITC Advisory Council membership to a total of 15.

**ATTACHMENT**

Attachment 1 – Renee R. Magee’s Vita – Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the appointment of Renee R. Magee to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 1, 2009.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**INSTITUTION/AGENCY AGENDA**  
**EASTERN IDAHO TECHNICAL COLLEGE - continued**

**BOARD ACTION**

A motion to approve the appointment of Renee R. Magee to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2009.

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



Idaho State Statute

TITLE 33  
EDUCATION  
CHAPTER 22  
VOCATIONAL EDUCATION -- FEDERAL AID

**33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS -- COMPENSATION.**

The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: IV. Organization Specific Polices and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

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I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1. EITC Advisory Council

a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.

b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.

c. Advisory Council Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) From the public through advertisement in regional newspapers.

2. Open Appointment

a. The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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- b. Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each

**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: IV. Organization Specific Polices and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.

- c. The EITC Advisory Council will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.
  - d. The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.
  - e. The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.
3. Policies and Procedures
- a. The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.
  - b. The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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October 20, 2006

Bill Robertson, President  
Eastern Idaho Technical College  
1600 South 25<sup>th</sup> East  
Idaho Falls, Idaho 83404

RE: Position on Advisory Council

Dear Mr. Roberston:

I am very interested in serving on the Advisory Council for Eastern Idaho Technical College. As a community planner, I believe a “good city” offers a variety of opportunities for its residents, including libraries, parks, culture and recreation, and, most importantly, education.

EITC, through its job training as well as continuing education for new and existing businesses, boosts the ability of Idaho Falls and the surrounding region to attract new employers. Therefore, the college plays a major and unique role in the economic development of the region and its quality of life. To be able to assist the college serve its mission and assure its expansion in the future is an interesting and exciting challenge and opportunity.

Thank you for consideration. I can be reached at 208 525-8845 at home and 208 612-8268 during the day.

Sincerely,

Renee R. Magee  
150 North Morningside Drive  
Idaho Falls, Idaho 83402

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**RESUME**

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Renee R. Magee, AICP  
360 West 15th Street  
Idaho Falls Idaho 83402  
(208) 529-1276 (b), 525-8845 (h)

**EDUCATION**

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Juris Doctor, College of Law  
University of Wyoming

Master of City and Regional Planning  
Ohio State University

Bachelor of Arts in English  
Kent State University

**WORK EXPERIENCE**

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**1997- Present** **Planning Director, Division of Planning and Building, City of Idaho Falls, Idaho** (pop. 55,000): **Assistant Director, 1989-1997** (See below for 1991-1992)  
Supervise department responsible for community planning, zoning administration, and building codes enforcement. Assist Mayor and Council in implementing city policies. Interpret comprehensive plan, zoning, and subdivision ordinances and prepare revisions as necessary. Provide staff support, including staff presentations, to Planning Commission, Redevelopment Agency, and Historic Preservation Commission. Prepare National Register nominations. Administer state and federal grants as necessary, including CLG grants for historic preservation. Provide city staff support for business improvement district. In 1994, completed revision of City's comprehensive plan in which citizen participation program involved 1,900 citizens. Involved approximately 800 residents in 1999-2000 revision, prepared 2000 revision of plan, and involved approximately 800 citizens in 2005 evaluation of plan. Assistant Planning Director from 1989 to 1997.

**1991-92 (Leave from City of Idaho Falls) Assistant Professor, Department of Urban and Regional Planning, Eastern Washington University, Cheney, Washington**  
Taught graduate and undergraduate level classes in statistical analysis, land use planning, policy analysis, and data collection.

**1987-88 Director, Economic and Community Development, Cambridge, Ohio**  
Developed and administered grant applications for state and federal monies. Managed budget, supervised four employees, and developed department policy. Initiated and coordinated industrial retention and expansion program and labor/management committee. As Executive Vice-President for Cambridge-Guernsey Community Improvement Corporation, administered revolving loan fund for start-up and expanding businesses. Directed housing rehabilitation program, Small Business Enterprise Center, and industrial site development and marketing.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**1985-87      Historic Preservation Planner, Natrona County Planning Office, Mills, Wyoming**

Surveyed historic and prehistoric sites in Natrona County, conducted oral histories, developed public information program on historic site inventory, developed historic preservation resolution, and wrote National Register nominations. Prepared and administered National Park Service grants. Organized and conducted neighborhood meetings on county-wide rezonings.

**1983-85      Attorney in private practice, Thermopolis, Wyoming**

Town attorney for Thermopolis (4,000 pop.) and Shoshoni (800 pop.). As town attorney, advised councils, commissions, and boards; prepared ordinances and municipal contracts. Deputy for Hot Springs County Attorney's office for child support actions. Remainder of practice primarily in domestic relations and bankruptcy.

**1980-83      Administrator, Town of Thermopolis, Wyoming**

Prepared and administered municipal budget, personnel policies, and applications for funding from Wyoming Farm Loan Board, Water Development Commission, and U. S. Department of Housing and Urban Development. Supervised four municipal departments. Introduced accounting system based on GAAP and GAAFR. Instrumental in organizing downtown revitalization program based on Main Street concept. \$2 million budget; 40 employees.

**1977-80      Legal Intern, Wyoming Attorney General's Office, Cheyenne. Also Graduate Assistant, Women's Center, University of Wyoming, Laramie, Wyoming.**

Researched and wrote Attorney General's opinions on Wyoming subdivision law, land use planning law, and municipal annexation. Drafted and argued briefs on criminal law before Wyoming Supreme Court.

**1976-77      Planner, Hot Springs County, Regional Planning Office at Thermopolis, Wyoming**

Completed land use plans for Hot Springs County, Thermopolis, and Kirby. Wrote grant applications for federal and state grants. Provided administrative assistance to towns. Met with governing bodies, prepared local ordinances, researched management issues and budget preparation, and coordinated local planning with state and federal agencies. Administered local subdivision and zoning ordinances.

**1975-76      Community Planning Specialist, Wyoming Office of Land Use Administration, Cheyenne, Wyoming**

Managed state monies granted to local governments for land use planning. Provided technical assistance to local governments. Prepared public education and information for Wyoming residents on land use planning.

**1973-75      Assistant Planner, Huntingdon County Planning Commission, Huntingdon, Pennsylvania**

Completed background research for land use element, including land capability studies, for area impacted by U.S. Army Corps flood control and recreation project. Assisted local governments in administering flood plain regulations, subdivision regulations, and state and federal grants. Researched housing conditions and developed housing plans and programs. Evaluated state and local highway proposals in terms of desired land use, critical natural areas, and community goals. Coordinated proposals of state and federal agencies with local plans.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**1969-73**      **Systems Analyst, Computer Center, Kent State University, Kent, Ohio;**  
**Computer Programmer (part-time), Ohio State University. Columbus, Ohio**  
Programmed in COBOL and FORTRAN for University staff and departments.

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**MEMBERSHIPS**

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Idaho State Bar (inactive status)  
Wyoming State Bar (inactive status)  
American Institute of Certified Planners  
American Planning Association  
National Trust for Historic Preservation  
Idaho Historic Sites Review Board, Idaho State Historic Preservation Office  
Idaho Planning Association (President, 1997-98)

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**PRESENTATIONS**

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“Tax Increment Financing: The Idaho Falls Experience,” Wenatchee, Washington, May, 2003,  
Washington Planning Association

“Comprehensive Plans and Urban Forestry,” Boise, Idaho. June, 2002; Idaho Falls, 2005.

Panel on planning department procedures, Idaho Association of Cities, Pocatello, June, 2002.

Panel on comprehensive planning, Idaho Association of Cities, Nampa, June, 2001.

“Idaho Land Use Planning Act,” September, 1998. Idaho Planning Association, Blackfoot,  
Idaho, and Pocatello, Idaho.

“Local Subdivision Ordinances,” September, 1997. Idaho Planning Association

“Land Use Law Overview,” Land Use Law Workshop, September, 1995. Idaho Planning  
Association.

“Citizen Participation.” Comprehensive Planning Workshop, “They Came From California...”  
August, 1994. Western Planning Conference, Cody, Wyoming.

“Historic Preservation, Community Character, and Citizen Participation,” October 14, 1993.  
Washington Planning Association.

“Legal Aspects of Development Impact Fees,” October, 1992. Idaho Planning Association,  
Nampa, Idaho.



**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**SUBJECT**

First Reading of Amendment to Board Policy III.V. Articulation and Associate Degree

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.A.4 & 5. – Page 6

**BACKGROUND**

In 2000, Ricks College changed its name to Brigham Young University Idaho (BYU Idaho)

**DISCUSSION**

The Board will need to amend Board Policy that references the Ricks College in order for Board policy to be accurate.

**IMPACT**

If the Board does not approve the first reading of the amendment to Board Policy III.V. - Articulation and Associate Degree Policy, the policy will be inaccurate.

If the Board approves the first reading of the amendment to Board Policy III.V. - Articulation and Associate Degree Policy, the policy will be brought back to the Board for a second reading in February and the policy will be accurate.

**ATTACHMENTS**

Board Policy III.V. – Articulation and Associate Degree Policy

Page 2

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the amendment to Board Policy III.V. - Articulation and Associate Degree Policy

**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Policy III.V. - Articulation and Associate Degree Policy.

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

**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: V. Articulation and Associate Degree Policy** ~~April 2002~~ April 2007

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**V. Articulation and Associate Degree Policy**

It is the State Board of Education's intent that this policy will assist students as they transfer between institutions of higher education in the process of completing their educational agendas. In addition, the Board believes that this policy will provide the public institutions of higher education with the guidelines necessary to carry out their mission and service function to students so that they can successfully transfer between institutions without penalty.

1. Statewide Articulation

a. Associate of Arts and Associate of Science Degrees

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, ~~Ricks College~~ Brigham Young University Idaho (BYU Idaho), and Treasure Valley Community College, shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree

The lower division general education core requirement must fit within the following credit and course requirements and must have a minimum of thirty-six (36) credit hours.

	Required Courses	Minimum Credits
a. <u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	1	2
b. <u>English Composition</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
c. <u>Behavioral and Social Science</u> Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. <u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. Note: Courses must be distributed over two (2) different disciplines.	2	6

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

<p>d. <u>Humanities, Fine Arts, and Foreign Language</u>          Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language.  <u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.</p>	2	6
<p>e. <u>Natural Science</u>          Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences.  <u>Disciplines:</u> Biology, Chemistry, Physical Geography, Geology, and Physics.          Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.</p>	2	7
<p>f. <u>Mathematics</u>          Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.  <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics, and Statistics.</p>	1	3

3. Associate of Applied Science Degree.

This professional-technical degree requires a minimum of 16 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	Required Courses	Minimum Credits
<p>a. <u>English/Communication</u>          In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English.  <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.</p>	2	6
<p>b. <u>Mathematics/Computation</u>          Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.  <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.</p>	1	3
<p>c. <u>Social Science/Human Relations/ Interpersonal Communications</u>          Coursework in this area provides the student with the skills needed for understanding individuals in the work place; appreciation of cultures of civilization; environmental awareness; economic factors; and the functioning of thought and behavior.  <u>Disciplines:</u> Art, Anthropology, Communications, Economics, Geography, History, Literature, Music, Political Science, Psychology, Sociology and Theater Arts. An applied human relations course may be used if found to be comparable to a social science /humanities course.</p>	1	3

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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d. <u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Botany, Genetics, Chemistry, Physics, Geology, Astronomy, Biotechnology, Bacteriology and other related science-based courses. An applied science course may be used if found to be comparable to a science course.	0	0
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**REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: I. Governing Policies and Procedures**  
**Subsection: A. Policy-Making Authority**

April 2004

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**4. Conformance with State and Federal Law**

All Board Governing Policies and Procedures and the internal policies and procedures of its institutions, agencies and school will comply with and be in conformance to applicable laws.

**5. Adoption, Amendment, or Repeal of Board Policies**

a. Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer of an institution, agency or school, or his or her designee, to receive Board consideration. An Idaho resident, other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director will also notify the appropriate chief executive officer of the nature of the request.

b. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers will seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.

c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**SUBJECT**

First Reading of Amendment to Board Bylaws – Section J – President’s Council

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5. See TAB 7 Page 6

**BACKGROUND**

The Board’s Bylaws Section J – President’s Council has not been amended since October 2004. The President’s Council is making these recommended amendments to the Bylaws to make them more consistent with the current practices of the President’s Council.

**DISCUSSION**

Since April 2004, the President’s Council has made many changes in the operation of their committee. The following proposed amendments are intended to bring the Board’s Bylaws into compliance with the current practices of the President’s Council.

**IMPACT**

If the Board does not approve the first reading of the amendment to Board Bylaws – Section J – President’s Council, the policy will not be consistent with current practice.

If the Board approves the first reading of the amendment to Board Bylaws – Section J – President’s Council, the policy will be brought back to the Board for a second reading in February and the policy will be consistent with current practice.

**ATTACHMENTS**

Board Bylaws – Section J – President’s Council - Page 2

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the amendment to Board Bylaws – Section J – President’s Council.

**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Bylaws – Section J – President’s Council.

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

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: BYLAWS

~~October 2004-April 2007~~

**J. Presidents' Council**

1. Purpose

The Presidents' Council convenes to discuss and make recommendations, as necessary, on Board agenda items ~~scheduled prior to each Board meeting and~~ develops policy suggestions for Board consideration. The Presidents' Council may also choose or be directed with specific tasks by the Board and/or to meet with ~~the Agency Head's Council~~ others for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board writ large through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College and the College of Southern Idaho; ~~each of whom has one (1) vote.~~ One (1) of these ~~voting~~ members shall serve as chair of the Council, with a new chair ~~elected~~ selected each academic year such that the chair will rotate among the respective members. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ~~non-voting~~ ex-officio members of the Council.

3. Duties of the Chair

The chair:

- a. presides at all Presidents' Council meetings with full power to discuss ~~and vote on~~ all matters before the Council;
- b. establishes the Presidents' Council agenda in consultation with the ~~executive director~~ membership; and
- c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The executive director will communicate openly and in a timely manner with the Presidents' Council ~~for discussion and recommendation on agenda items.~~



**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**SUBJECT**

First Reading of Amendment to Board Policy II.I. – Leaves – All Employees

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5. – See TAB 7 Page 6

**BACKGROUND**

Current Board policy requires any legislator who is an employee of an institution to be placed on leave without compensation during the legislative session. Last legislative session there was at least one legislator who was employed as a faculty member at an institution. This legislator works on grants for the Veteran's Administration and conducted research that once started cannot be halted. This legislator continued his work during the session on nights and weekend. Research indicates there is no law or rule that would prevent a legislator from continuing employment during the legislative session.

**DISCUSSION**

The current Board policy does not allow any legislator to continue working during the legislative session. The current proposed amendment would allow a legislator to continue working as a faculty member during the legislative session. The proposed amendment would also require that the faculty member be paid for only those hours actually worked. Staff finds no law or rule that would contradict this allowance. Furthermore, the State Controller has no objections.

**IMPACT**

If the Board does not approve the first reading of the amendment to Board Policy II.I. – Leaves – All Employees, employees would need to be placed on leave without pay during the legislative session.

If the Board approves the first reading of the amendment to Board Policy II.I. – Leaves – All Employees, employees would be compensated for those hours worked.

**ATTACHMENTS**

Board Policy II.I – Leaves – All Employees

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the amendment to Board Policy II.I. – Leaves – All Employees.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Policy II.I. – Leaves – All Employees.

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

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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**First Reading**

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES  
Subsection: I. Leaves – All Employees ~~April 2002~~ April 2007

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**I. Leaves – All Employees**

1. Annual Leave

For all categories of employees, annual leave shall be as set forth in the respective subsection outlining policies for that category of employee (i.e., classified, non-classified, faculty, etc.)

2. Sick Leave

a. All employees accrue sick leave as provided for in Chapter 53, Title 67, Idaho Code, and rules of the Idaho Division of Human Resources. Sick leave shall be used in accordance with state law and internal institution, agency or school policies.

b. At the employee's option, annual leave may be used in lieu of sick leave.

3. Disability, Workers' Compensation, and Family Medical Leave

Disability, Workers' Compensation, and Family Medical leave shall be in accordance with applicable state and federal law.

4. Holidays

A holiday is a day of exemption from work granted to employees and for which they are compensated as if they had actually worked.

a. The following holidays are recognized by statute and the Board:

- January 1 (New Year's Day)
- Third Monday in January (Martin Luther King, Jr. Day/Human Rights Day)
- Third Monday in February (Presidents' Day)
- Last Monday in May (Memorial Day or Decoration Day)
- July 4 (Independence Day)
- First Monday in September (Labor Day)
- Second Monday in October (Columbus Day)
- November 11 (Veterans Day)
- Fourth Thursday in November (Thanksgiving)
- December 25 (Christmas)

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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- b. In addition, any day may be designated by the President of the United States or the Governor of Idaho for a public fast, Thanksgiving, or holiday.
- c. In the event that a holiday occurs on a Saturday, the preceding Friday is recognized as a holiday. If a holiday falls on a Sunday, the following Monday is recognized as a holiday.
- d. If a chief executive officer desires to designate a holiday that is different from those specified above, the Chief Executive Officer must notify the Executive Director.

5. Other Leave

All other types of leave for classified employees shall be in accordance with Chapter 53, Title 67, Idaho Code, and the rules of the State Division of Human Resources. Other types of leave for University of Idaho classified employees shall be in accordance with the policies of the University of Idaho.

All other types of leave for non-classified employees, including faculty employees, shall be in accordance with the internal policies of each institution, agency or school and with the following:

a. Leave for Court Required Service

- (1) An employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave with pay and any jury or witness fees may be retained by the employee.
- (2) An employee must request annual leave or leave without compensation for:
  - (a) appearing as a party in a non-job-related proceeding involving the employee;
  - (b) appearing as an expert witness when the employee is compensated for such appearance; or
  - (c) appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board or any of its institutions, agencies or school is a defendant or respondent.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 29 - DECEMBER 1, 2006**

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b. Military Leave

Leave for the purpose of military service shall be in accordance with applicable state and federal law.

c. Leave Without Pay

(1) Any employee may apply for leave without pay. Leave without pay is granted at the discretion of the Chief Executive Officer. The initial grant of leave without pay may be for a period of up to one (1) calendar year. Extensions of such leave for one (1) year at a time may be granted by the Chief Executive Officer not to exceed a total of three (3) successive calendar years.

(2) It is the Board's intent that the state salary not be duplicated to an employee serving in the Legislature. Therefore, an employee of an institution, agency or school who is elected or appointed to the Idaho State Legislature must be placed on leave without compensation for hours not worked during such time as the Legislature is in session. Any such employee must complete a time sheet every pay period during the session and may only be compensated for actual hours worked for the institution, agency or school. All hours short of forty (40) per week must be leave without compensation.

(3) Benefits While on Leave Without Pay. An employee who has received approval from the chief executive officer for leave without pay may continue to contribute toward and receive the benefits of any state or institutional insurance and retirement programs, if the laws, rules, regulations, policies, and procedures governing the administration of such insurance and retirement programs permit.

d. At the discretion of the Chief Executive Officer, an employee may be granted administrative leave with pay when the agency, school or institution will benefit as a result of such leave.

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From: Judith M. Humphreys  
Sent: Tuesday, November 07, 2006 10:24 AM  
To: Karen Echeverria  
Subject: FW: Board Policy II I. 5.c.2

Attachments: Board policy on leave.doc

This agenda information as you requested -----Original Message-----  
From: Karen Echeverria  
Sent: Thursday, October 26, 2006 1:02 PM  
To: Judith M. Humphreys  
Subject: FW: Board Policy II I. 5.c.2

-----Original Message-----  
From: Stacy Pearson [mailto:SPEARSON@boisestate.edu]  
Sent: Thursday, October 26, 2006 12:56 PM  
To: Dwight Johnson; Karen Echeverria  
Subject: RE: Board Policy II I. 5.c.2

Karen,

Let me know if the attached works.

Thanks, Stacy

Stacy Pearson  
Vice President  
Finance and Administration  
Boise State University  
1910 University Dr.  
Boise, ID 83725  
(208) 426-1200  
(208) 426-2377 FAX

>>> "Karen Echeverria" <Karen.Echeverria@osbe.idaho.gov> 10/26/2006  
12:36 PM >>>  
Stacy - Could you send this as a word document? Unfortunately, all the  
formatting does not transfer in the email and we just have clean text.  
Thanks, karen

Karen L. Echeverria  
Deputy Director  
State Board of Education  
650 West State Street  
PO Box 83720  
Boise, ID 83720-0037  
(208)332-1567 phone  
(208) 334-2632 fax

-----Original Message-----  
From: Stacy Pearson [mailto:SPEARSON@boisestate.edu]  
Sent: Thursday, October 26, 2006 12:08 PM  
To: Dwight Johnson; Karen Echeverria  
Subject: Board Policy II I. 5.c.2

Dwight and Karen,

Last session, we became aware of an issue that impacts one of our employees that also serves in the Legislature. Representative Cliff Bayer has a faculty appointment at Boise State. Rep. Bayer works on grants for the VA through Boise State. His work focuses on research in infection diseases, DNA, and cloning - experiments which once started can't be halted or discontinued or completed by others. Therefore, during the session, he works in the evenings and on weekends on his current research and projects. Similar situations may have occurred at the other institutions, but we are not certain of the details.

While Rep. Bayer did not request that we look into this policy, we think that it might be useful for the Board to consider a change in SBOE Policy II I.5.c.2 "Leave for Serving as a Member of the Idaho Legislature." We have proposed potential wording as follows (additions are underlined and highlighted in red):

II I. 5.c.2: Leave for Serving as member of the Idaho Legislature

It is the Board's intent that the state salary not be duplicated to an employee serving in the Legislature. Therefore, an employee of an institution, agency or school who is elected or appointed to the Idaho State Legislature must be placed on leave without compensation for hours not worked during such time as the Legislature is in session. Any such employee must complete a time sheet every pay period during the session and may only be compensated for actual hours worked for the institution, agency or school. All hours short of 40 per week must be leave without compensation.

We did check with the State Controller's Office (Brandon Woolf who also asked Dept. AG Dave High) and they indicated that they do not have a problem with double payments (the state double pays many employees such as state employees who teach for Boise State as adjuncts etc.). If the above policy is adopted, then Rep Bayer could be paid for his work performed (outside of his legislative duties) at the VA through Boise State.

Please know that we are just trying to point out a situation that we became aware of and that does not seem to be disallowed by State statute, but rather by Board policy for agencies that report to the Board. Thus, if he were working for a state agency, not under the Board's jurisdiction, my understanding is that his being paid for his work performed would not be a problem.

I don't know that it is Boise State's role to suggest this revision, but if you think that it is an item that should be addressed, we would support such an action. Please let me know if you want additional information or have questions.

Thanks,  
Stacy

Stacy Pearson  
Vice President  
Finance and Administration  
Boise State University  
1910 University Dr.  
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(208) 426-1200  
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