

**STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS**

Grimes State Office Building – 400 E.14th St.
Second Floor State Board Room
Des Moines, IA 50319-0147

2015-2016 BoEE Goals

- Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment in all credential types, especially in shortage areas.
- Goal 2: The Board will develop a plan to require ongoing ethics training for all licensees.
- Goal 3: The Board will develop a communication plan for the dissemination of information to its constituent groups.

Board Meeting

Friday, November 6, 2015

AGENDA

(amended 11.03.15)

Times are approximate

- 8:00 a.m. Professional Practices Committee – State Board Room**
- 8:30 a.m. Executive Committee – Conference Room 3SW**
- 9:00 a.m. Call Meeting to Order**
- Approve the Agenda** **Tab A**
- Consent Agenda**
- a. Minutes from October 9, 2015 board meeting **Tab B**
- Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)**
- Open Session**
- a. Results of closed session announced
- b. Approve closed session minutes from October 9, 2015 board meeting
- c. Reinstatement(s)
1. Renae Hindman
- Board Communications**
- a. Board Member Reports
- b. Legislative Update – Phil Wise
- c. Executive Director’s Report **Tab C**
1. Financial Update **Tab C**
2. Licensing System Update **Tab D**
3. BoEE Professional Practices Data **Tab D**
- Communication from the Public**

11:00 a.m. Stakeholder Presentation
Judge Margaret LaMarche, Department of Inspections and Appeals,
Christy A. A. Hickman, ISEA Attorney, Renner Walker, Assistant
Attorney General

12:05 p.m. Lunch for Board Members

Rules [Iowa Administrative Code – Chapter 282 (272)]

a. Adopt

1. None

b. ARRC Review Pending

1. IAC 282 Chapters 13 and 27 – Counseling internships and practicums, ARC 2237C **Tab E**
2. IAC 282 Chapter 12 – Fee increase, ARC 2229C **Tab F**
3. IAC 282 Chapters 13, 15, 16, 18, 20, 22, 23, 24, and 27 – Background check procedures, ARC 2230C **Tab G**
4. IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C – Session Delay **Tab H**

c. Notice

1. None

d. Items for Discussion

1. IAC 282 Chapter 24 – Paraeducator area of concentration **Tab I**
2. IAC 282 Chapter 22 Paraeducator substitute authorization **Tab J**
3. IAC 282 Chapter 13.26 Early childhood **Tab K**
4. IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard license. **Tab L**

Waivers

1. PFW 15-15 Jane Clare Fisher **Tab M**
2. PFW 15-16 Jason Pratt **Tab N**

Reports/Approvals

1. Licensure Renewal Annual Report **Tab O**
2. Videotaping Hearings **Tab P**
3. Communicating Board Decisions in BoEE Newsletters **Tab Q**
4. NASDTEC Survey – Possessing or Being Under the Influence of Alcohol, Illegal or Unauthorized Drugs on School Grounds or at School Events **Tab R**

2:00 p.m. Adjournment

Next Meeting (telephonic) will be Wednesday, December 9, 2015, if needed

1 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(2)(b) and 25.3(6)(c),
2 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

3

4 Larry Hill moved, with a second by Dan Dutcher that in **case number 14-36**, the
5 Board find probable cause to establish a violation of the following provisions of the
6 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(b)(1), and order
7 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

8

9 Jay Prescott moved, with a second by Larry Hill that in **case number 15-88**, the
10 Board find probable cause to establish a violation of the following provisions of the
11 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(b)(2) and
12 25.3(1)(e)(4) and (5), and order this case set for hearing. **MOTION CARRIED**
13 **UNANIMOUSLY.**

14

15 Larry Hill moved, with a second by Sara Arnold, that in **case number 15-98**, the
16 Board find probable cause to establish a violation of the following provisions of the
17 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4), and order
18 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

19

20 Larry Hill moved, with a second by Dan Dutcher that in **case number 15-101**, the
21 Board find that, although one or more of the allegations in the complaint may be
22 substantiated by the witnesses interviewed in the course of the investigation [and/or]
23 the documents gathered in the course of the investigation, and the allegations may
24 constitute a technical violation of the board’s statute or administrative rules; the
25 evidence before the board indicates that the alleged violation was an isolated incident.
26 The Board will not pursue formal disciplinary action in this matter. **MOTION**
27 **CARRIED UNANIMOUSLY.**

28

29 Larry Hill moved, with a second by Jay Prescott that in **case number 15-114**, the
30 Board find probable cause to establish a violation of the following provisions of the
31 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(4)(a), (b), (d), and (e),
32 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

33

1 Jay Prescott moved, with a second by Sara Arnold, that in **case number 15-120**, the
2 Board find probable cause to establish a violation of the following provisions of the
3 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4), and order
4 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

5
6 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-100**, the
7 Board find that, although one or more of the allegations in the complaint may be
8 substantiated by the witnesses interviewed in the course of the investigation [and/or]
9 the documents gathered in the course of the investigation, and the allegations may
10 constitute a technical violation of the board’s statute or administrative rules; the
11 evidence before the board indicates that adequate steps have been taken to remedy
12 the violation and to ensure that incidents of a similar nature do not occur in the
13 future. The Board will not pursue formal disciplinary action in this matter. **MOTION**
14 **CARRIED UNANIMOUSLY.**

15
16 Larry Hill moved, with a second by Jay Prescott, that in **case number 15-117**, the
17 Board find probable cause to establish a violation of the following provisions of the
18 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(3)(e) and 25.3(6)(m),
19 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

20
21 Dan Dutcher moved, with a second by Jay Prescott, that in **case number 15-103**, the
22 Board find that, although one or more of the allegations in the complaint may be
23 substantiated by the witnesses interviewed in the course of the investigation [and/or]
24 the documents gathered in the course of the investigation, and the allegations may
25 constitute a technical violation of the board’s statute or administrative rules; the
26 evidence before the board indicates that adequate steps have been taken to remedy
27 the violation and to ensure that incidents of a similar nature do not occur in the
28 future. The Board will not pursue formal disciplinary action in this matter. Roll call
29 vote: Arnold – recused; Behrens – yes; Dutcher – yes; Garcia – yes; Hill – yes;
30 Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening – yes; Sullivan – yes;
31 Wortmann – yes. **MOTION CARRIED.**

1 Erin Schoening moved, with a second by Kathy Behrens, that in **case number 15-**
2 **112**, the Board find that, the evidence gathered in the investigation, including witness
3 statements and the documentary evidence, does not clearly substantiate the
4 allegations in the complaint. The matter would be best handled at the local level and
5 the Board therefore lacks probable cause to proceed with this matter. Roll call vote:
6 Arnold – yes; Behrens – yes; Dutcher – yes; Garcia – yes; Hill – recused; Overholtzer –
7 yes; Pattee – recused; Prescott – recused; Schoening – yes; Sullivan – recused;
8 Wortmann – yes. **MOTION CARRIED.** (Duane Magee left the room during the
9 discussion of this case in closed session.)

10
11 Dan Dutcher moved, with a second by Sara Arnold, that in **case number 15-130**, the
12 Board find probable cause to establish a violation of the following provisions of the
13 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(7)(d), and order this
14 case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the
15 room during the discussion of this case in closed session.)

16
17 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-05**, the
18 Board find probable cause to establish a violation of the following provisions of the
19 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(b)(2), 25.3(3)(e),
20 25.3(6)(j) and (n), and order this case set for hearing. **MOTION CARRIED**
21 **UNANIMOUSLY.**

22
23 Sara Arnold moved, with a second by Jay Prescott, that in **case number 15-104**, the
24 Board find probable cause to establish a violation of the following provisions of the
25 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(3)(a) and (e), and
26 order this case set for hearing. Roll call vote: Arnold – yes; Behrens – yes; Dutcher –
27 yes; Garcia – recused; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott – yes;
28 Schoening – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

29
30 Jay Prescott moved, with a second by Larry Hill, that in **case number 15-123**, the
31 Board find probable cause to establish a violation of the following provisions of the
32 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(3)(e), and order this
33 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

1 Larry Hill moved, with a second by Dan Dutcher, that in **case number 14-81**, the
2 Board find probable cause to establish a violation of the following provisions of the
3 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(a), 25.3(6)(b), (c),
4 and (o), and 25.3(7)(d), and order this case set for hearing. **MOTION CARRIED**
5 **UNANIMOUSLY.**

6
7 Jay Prescott moved, with a second by Sara Arnold, that in **case number 14-82**, the
8 Board find probable cause to establish a violation of the following provisions of the
9 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(a), 25.3(3)(e), and
10 25.3(6)(b), (c), (j), (l), and (n), and order this case set for hearing. **MOTION CARRIED**
11 **UNANIMOUSLY.**

12
13 Larry Hill moved, with a second by Dan Dutcher, that in **case number 14-83**, the
14 Board find probable cause to establish a violation of the following provisions of the
15 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(a), 25.3(3)(b), and
16 25.3(6)(c), (j), and (l), and order this case set for hearing. **MOTION CARRIED**
17 **UNANIMOUSLY.**

18
19 Jay Prescott moved, with a second by Larry Hill, that in **case number 14-84**, the
20 Board find probable cause to establish a violation of the following provisions of the
21 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(6)(c) and (o), and
22 order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

23
24 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-46**, the
25 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
26 Board issue an order permanently revoking the Respondent’s license with no
27 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

28
29 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-116**, the
30 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
31 Board issue an order permanently revoking the Respondent’s license with no
32 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

33

1 Sara Arnold moved, with a second by Jay Prescott, that in **case number 15-109**, the
2 Board accept the agreement submitted by the parties, and issue an Order
3 incorporating the agreement of the parties and imposing the agreed upon sanction.
4 **MOTION CARRIED UNANIMOUSLY.**

5
6 Jay Prescott moved, with a second by Sara Arnold, that in **case number 14-164**, the
7 Board accept the agreement submitted by the parties, and issue an Order
8 incorporating the agreement of the parties and imposing the agreed upon sanction.
9 **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the room during the
10 discussion of this case in closed session.)

11
12 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-29**, the
13 Board accept the agreement submitted by the parties, and issue an Order
14 incorporating the agreement of the parties and imposing the agreed upon sanction.
15 **MOTION CARRIED UNANIMOUSLY.**

16
17 Dan Dutcher moved, with a second by Jay Prescott, that in **case number 15-94**, the
18 Board accept the agreement submitted by the parties, and issue an Order
19 incorporating the agreement of the parties and imposing the agreed upon sanction.
20 **MOTION CARRIED UNANIMOUSLY.**

21
22 Dan Dutcher moved, with a second by Jay Prescott, that in **case number 14-79 In**
23 **the Matter of Anita Babe**, the board accept the modified order. Roll call vote: Arnold
24 – yes; Behrens – yes; Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – yes; Pattee –
25 yes; Prescott – yes; Schoening – yes; Sullivan – recused; Wortmann – yes. **MOTION**
26 **CARRIED.** (Darcy Lane and Renner Walker left the room during the discussion of this
27 case in closed session.)

28
29 Larry Hill moved, with a second by Sara Arnold, that the Board initiate review of the
30 proposed decision in **case numbers 14-22 and 14-23, In the Matter of Michael**
31 **Reeves and Regan Stone**, to examine whether the proposed sanction is appropriate
32 in light of the findings. **MOTION CARRIED UNANIMOUSLY.** (Renner Walker, Greg

1 Horstmann and Duane Magee left the room during the discussion of this case in
2 closed session.)

3
4 Mary K. Overholtzer, moved, with a second by Larry Hill, that the Board initiate review
5 of the proposed decision in **case number APP 15-01, In the Matter of Steve Wilson**,
6 to examine whether the applicant's conduct warranted denial of licensure. **MOTION**
7 **CARRIED UNANIMOUSLY.** (Renner Walker and Duane Magee left the room during
8 the discussion of this case in closed session.)

9
10 Larry Hill moved, with a second by Dan Dutcher, to extend the 180-day deadline for
11 issuance of the final decision in **case number 15-78**, based upon the amount of time
12 needed to complete the investigation due to pending criminal charges. **MOTION**
13 **CARRIED UNANIMOUSLY.**

14
15 The following cases were discussed in open session:

16 Background/Discussion: The board found probable cause on August 7, 2017. The
17 hearing is scheduled for December 3, 2015. Andy Pattee moved, with a second by
18 Mary K. Overholtzer, to extend the 180-day deadline for issuance of the final decision
19 in **case number 15-80**, based upon the need to schedule and conduct the hearing and
20 the need to review the proposed decision. **MOTION CARRIED UNANIMOUSLY.**

21
22 Background/Discussion: **Case number 12-121 Jeff Smallwood**, Request for
23 reinstatement. Jeff Smallwood's license was suspended for a minimum of six months
24 in an order dated September 23, 2013. He was ordered to undergo a psychological
25 evaluation a complete the ethics course. He has provided evidence of completion of
26 these two requirements, as well as a request for reinstatement. Andy Pattee moved,
27 with a second by Sara Arnold, that the Board grant the Respondent's request for
28 reinstatement and issue an order stating the basis for the suspension no longer exists
29 and it will be in the public interest for the license to be reinstated. Roll call vote:
30 Arnold – yes; Behrens – yes; Dutcher – yes; Garcia – yes; Hill – no; Overholtzer – yes;
31 Pattee – yes; Prescott – yes; Schoening – yes; Sullivan – yes; Wortmann – recused.
32 **MOTION CARRIED.**

1 Background/Discussion: **Case number 13-92 Robert Brown**, Request for
2 reinstatement. Robert Brown's license was suspended for a minimum of one year in
3 an order dated July 1, 2014. He was also ordered to complete the ethics course. Mr.
4 Brown has submitted evidence of completion of the course, as well as a request for
5 reinstatement. Andy Pattee moved, with a second by Dan Dutcher, that the Board
6 grant the Respondent's request for reinstatement and issue an order stating the basis
7 for the suspension no longer exists and it will be in the public interest for the license
8 to be reinstated. Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes; Garcia –
9 no; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening – yes; Sullivan
10 – yes; Wortmann – yes. **MOTION CARRIED.**

11

12 Background/Discussion: Amy Rodriguez entered into an agreement in case number
13 14-67, that required completion of fifteen hours in Ethics for Educators. She
14 mistakenly believed that completion of a special education course, which she was also
15 ordered to take, would serve to fulfill both requirements. She is currently registered to
16 take the ethics course this fall. Sara Arnold moved, with a second by Dan Dutcher,
17 that the board issue an order amending the final board order in **case number 14-67**,
18 based on the respondent's request, to extend the deadline for completing the ethics
19 course. The deadline is extended to allow her to complete the course she is currently
20 registered for. Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes; Garcia – yes;
21 Hill – no; Overholtzer – no; Pattee – yes; Prescott – yes; Schoening – yes; Sullivan – yes;
22 Wortmann – yes. **MOTION CARRIED.**

23

24 Larry Hill moved, with a second by Sara Arnold, that the Board approve the closed
25 session minutes from August 7, 2015. **MOTION CARRIED UNANIMOUSLY.**

26

27 Board Member Reports

28 Andy Pattee attended the BoEE presentation at the annual School Administrators of
29 Iowa conference. There was great representation by BoEE staff who did a great job of
30 presenting and provided great information. The presentation was well attended.

31

32 Larry Hill provided the board with a brochure from Waldorf College regarding their
33 Master of Arts Organization Leadership – Teacher Leader Concentration program.

1 Mary K. Overholtzer discussed the matter regarding her district's (Winterset CSD)
2 struggle to find substitute teachers to the point that teachers are being pulled from
3 their classrooms to cover other classrooms. Other board members shared what their
4 district is doing regarding the sub shortage. In some districts the sub pool is
5 increasing due to the K-12 Substitute Authorization. Des Moines Public Schools
6 (DMPS) is partnering with an educational staffing service to hire subs (sub
7 authorization). DMPS also hired a sub recruiter facilitator. The Cedar Rapids CSD
8 hired permanent building subs for each of their buildings. All board members
9 indicated it is a huge challenge in all districts.

10
11 Legislative Update

12 Phil Wise was unable to attend and; therefore, there was no legislative update.

13
14 Executive Director's Report

15 Executive Director Magee reviewed the financial reports for FY15 and FY16.

16
17 Licensing System Update: We are continuing to take positive steps with the new
18 licensing system. We continue to take out-of-state teacher applications which is going
19 very well. We are working through some of the behind-the-scenes issues that are
20 cropping up.

21
22 BoEE Professional Practices Data: Executive Director Magee shared data with the
23 board regarding professional practices. Areas reviewed were license type; probable
24 cause; who is filing complaints; allegations for complaints; and, standards violations.
25 This information will be included in the November board packet.

26
27 A letter from the National Board for Professional Teaching Standards will be mailed
28 with all Initial teaching licenses. This letter welcomes new teachers into the profession
29 and informs them regarding National Board Certification.

30
31 Executive Director Magee informed the board that the date of the January board
32 meeting and legislative reception has been confirmed. It will be on Thursday,
33 January 14, 2016

1 Communication from the Public

2 None.

3

4 Stakeholder Presentation – Jim Scharff, Executive Director of the Iowa Associate of
5 School Business Officials, updated the board on the School Business Official (SBO).
6 He informed the board regarding the mission, vision, and values of an SBO. He also
7 provided information regarding the annual evaluation of the renewal program.

8

9 Rules

10 Adopt:

11 Larry Hill moved, with a second by Andy Pattee, to adopt the proposed changes to IAC
12 282 Chapter 12 – Fees increase. Roll call vote: Arnold – no; Behrens – yes; Dutcher –
13 yes; Garcia – yes; Hill – yes; Overholtzer – no; Pattee – yes; Prescott – yes; Schoening –
14 yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

15

16 Andy Pattee moved, with a second by Dan Dutcher, to adopt the proposed changes to
17 IAC 282 Chapters 13, 15, 16, 18, 20, 22, 23, 24, and 27 – Background check
18 procedures. **MOTION CARRIED UNANIMOUSLY.**

19

20 ARRC Review Pending

21 IAC 282 Chapter 14 – Special Education Endorsement Requirements (1884C) –
22 (Currently under a session delay until the adjournment of the 2016 General
23 Assembly.)

24

25 Notice:

26 Andy Pattee moved, with a second by Anne Sullivan, to file under notice of intended
27 action, the proposed changes to IAC 282 Chapters 13 and 27 – Counseling internships
28 and practicums. **MOTION CARRIED UNANIMOUSLY.**

29

30 Items for Discussion

31 IAC 282 Chapter 24 – Paraeducator area of concentration. A committee of
32 Paraeducator Preparation Program staff members, Department of Education staff, and
33 Board of Educational Examiners staff met over several months to examine possible

1 changes to the Early Childhood Paraeducator area of concentration. If the proposal is
2 adopted, it would replace the current Early Childhood Paraeducator area of
3 concentration. This will move forward to notice at an upcoming meeting.
4

5 Petitions for Waiver

6 Anne Sullivan moved, with a second by Mary K. Overholtzer, that in **PFW 15-14**

7 **Christie VanWey**, the Board conditionally grant the waiver. Reasons for granting:

8 Christie VanWey requested a waiver of the rule regarding the school business official
9 (“SBO”) authorization. Ms. VanWey holds an associate’s degree in Liberal Arts. She
10 has 33 hours of coursework in business and 9 hours of coursework in accounting.

11 Her application for the initial SBO authorization was denied, because the applicable
12 rule requires an associate’s degree in business or accounting, or 60 semester hours of
13 coursework in business or accounting of which 9 semester hours must be in

14 accounting. Ms. VanWey is currently employed as business manager for the Alburnett
15 Community School District. The district currently shares an SBO with another
16 district. Ms. VanWey’s petition notes that denial of her licensure application will

17 prevent her from entering the SBO licensure program through the Iowa Association of
18 School Business Officials, and from obtaining an SBO mentor. Her current employing
19 district would like to her have the ability to complete this professional development.

20 Ms. VanWey believes there would be no prejudice to others if the Board chose to grant
21 the waiver. She cites one previous petition for waiver of the initial school business
22 official authorization educational requirements. Ms. VanWey has completed a

23 substantial amount of the coursework required for the initial authorization, and has
24 also gained relevant experience, both in a position managing payroll and accounts
25 receivable at the Linn-Mar CSD and in her current position as business manager for

26 Alburnett CSD. She intends to continue pursuing coursework and professional
27 development in relevant subjects. The Board concludes that the Petitioner, Christie
28 VanWey, has met the criteria for granting of a waiver from the rule regarding the initial

29 SBO authorization, provided she completes one of the following during the term of the
30 authorization: (1) an associate’s degree in business or accounting; (2) 60 hours of
31 coursework in business; or (3) a bachelor’s degree in business or accounting.

32 **MOTION CARRIED UNANIMOUSLY.**

33

1 Reports/Approvals

2 The board reviewed the 2015-2016 Board Priorities that were determined at the June
3 board retreat. Anne Sullivan moved, with a second by Richard Wortmann, that the
4 board approve the 2015-2016 Board Priorities. **MOTION CARRIED UNANIMOUSLY.**

5

6 The board reviewed the 2015-2020 NASDTEC Interstate Agreement for Educator
7 Licensure. This purpose of this agreement is to provide is a mechanism to inform the
8 Membership and the public of Jurisdiction-Specific Requirements for educator
9 licensure in each Member Jurisdiction. Brenda Garcia moved, with a second by Mary
10 K. Overholtzer, that the board approve the agreement. **MOTION CARRIED**

11 **UNANIMOUSLY.**

12

13 Executive Director Magee thought that it would be a great honor for the board chair's
14 signature to be on all licenses that go out to practitioners. Larry Hill moved, with a
15 second by Mary K. Overholtzer, that the signature of Board Chair, Richard Wortmann,
16 be included on BoEE credentials. **MOTION CARRIED UNANIMOUSLY.**

17

18 There being no further business, Anne Sullivan moved, with a second by Sara Arnold
19 to adjourn the meeting. Meeting adjourned at 1:55 p.m. **MOTION CARRIED**

20 **UNANIMOUSLY.**

21

22

23

24

25

26

27

28

29

30

31

32

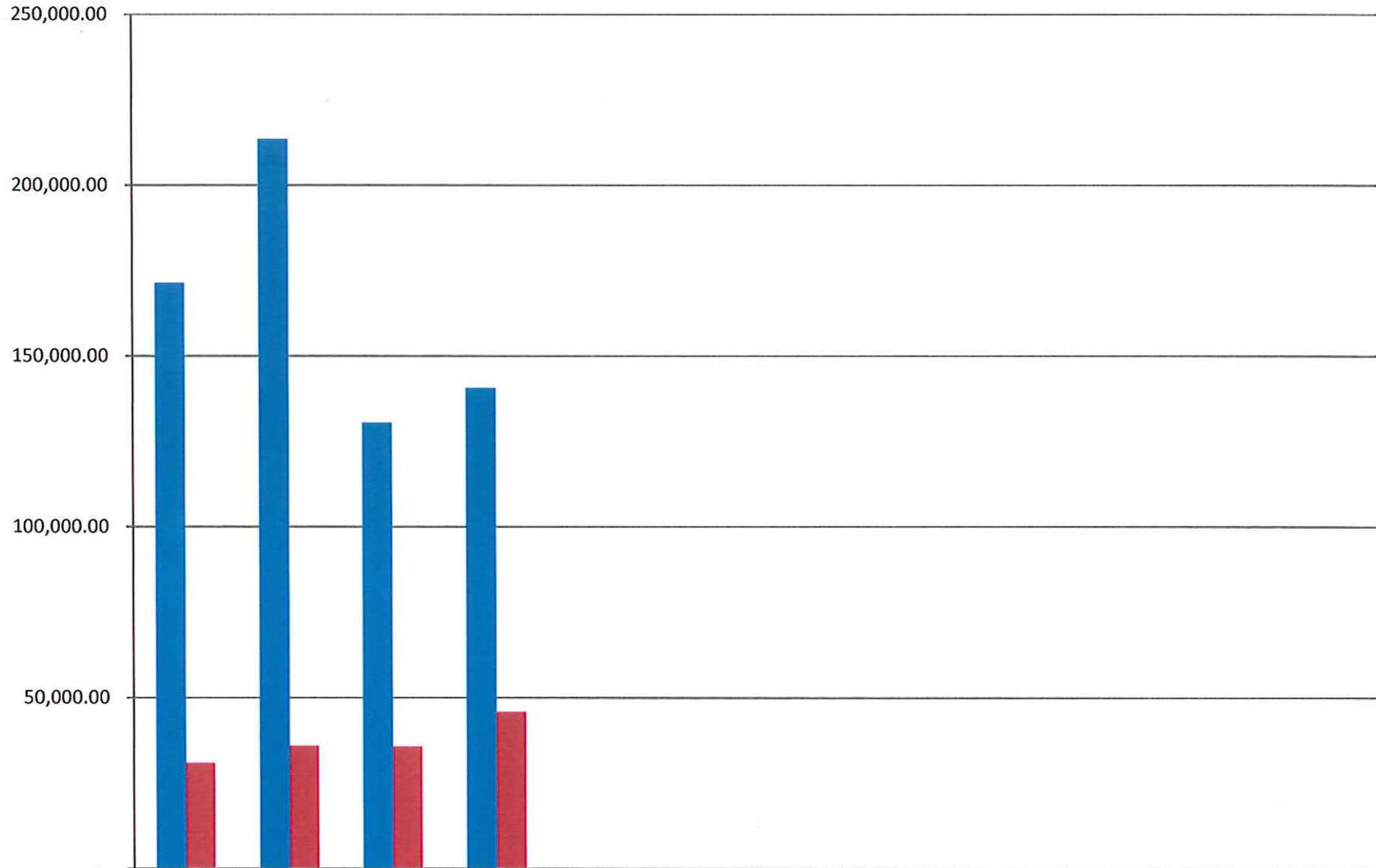
33

Board of Educational Examiners (BOEE)
 Cash Balance
 12-Year History

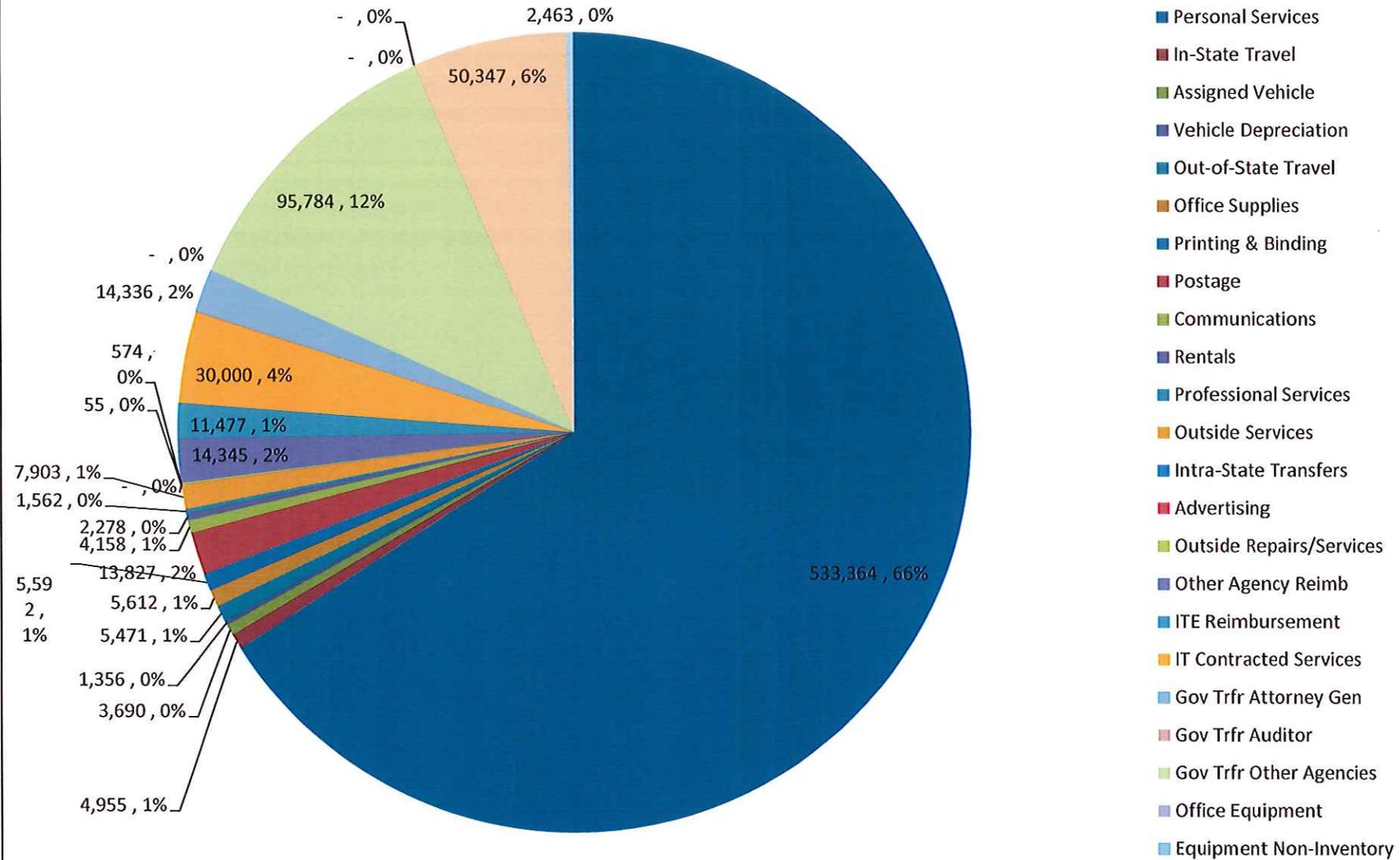
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation													40,974
Total Revenues	803,979	2,139,088	2,151,248	2,165,193	2,102,941	2,072,492	2,026,630	2,066,128	1,919,330	1,882,229	1,672,430	860,357	846,559
Total Expenditures	712,953	2,744,602	2,131,271	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	91,026	(605,515)	19,977	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	661,720	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	16%	-51%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

Total Revenue (BoEE and General Fund)	29,206,165.67
BoEE Revenue	21,904,624.25
General Fund Revenue	7,301,541.42
Average Yearly Expenses	1,774,630.69
Number of Years of Average Expenditures	4.11
Average Yearly Appropriation	108,333.33
Average Yearly Expenses Less Appropriations	1,666,297.35
Number of Years of Average Expenditures	4.38

Receipts July 2015-June 2016



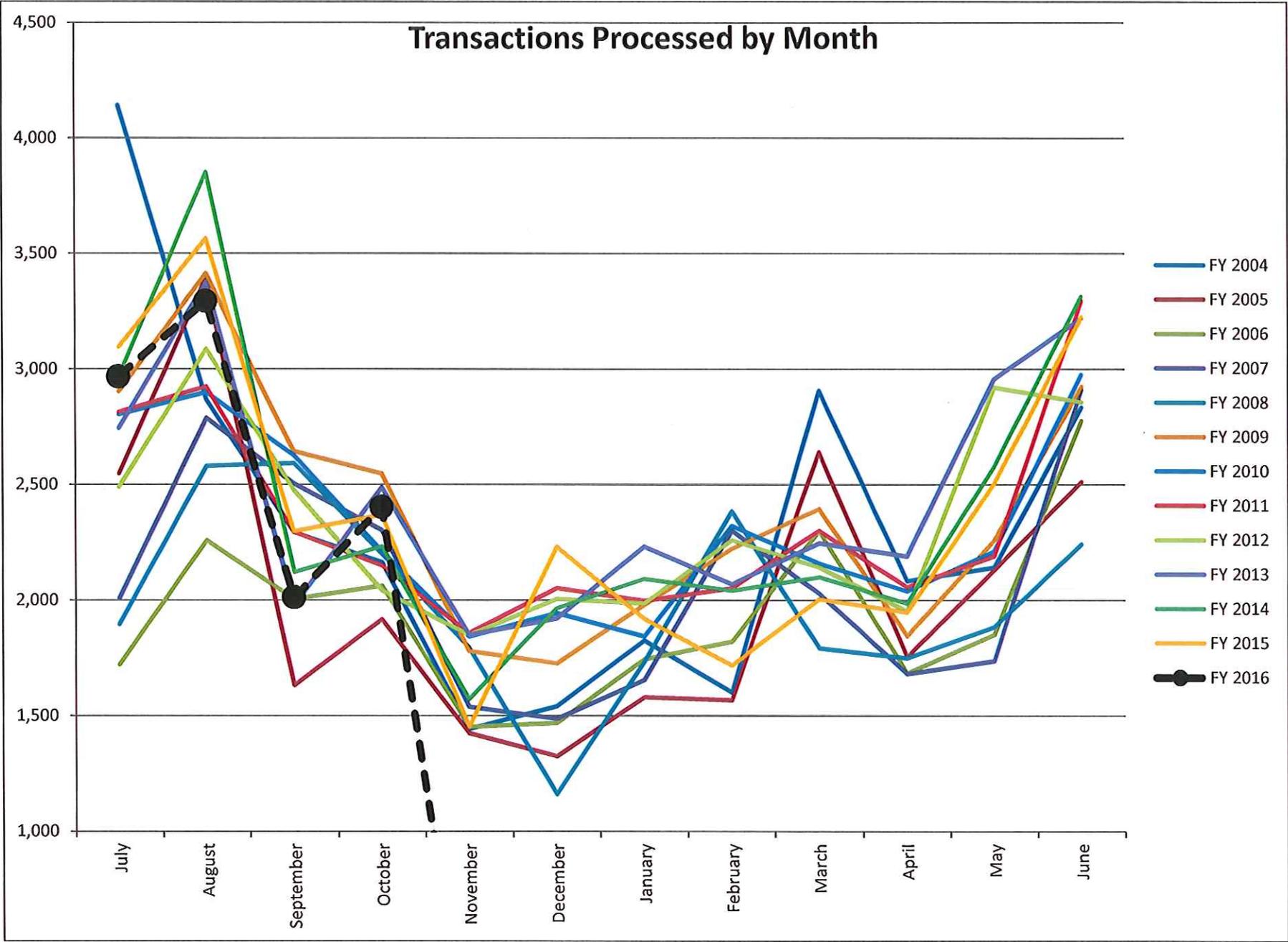
Expenditures July 2015-June 2016



Total # of Transactions FY16



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,967	3,294	2,012	2,402	-	-	-	-	-	-	-	-



FY 16 Balance Sheet / Cash Flow Chart

Licensure Fees (orgn 9397)	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
Receipts															
Brought Fwd from 14	100,000.00	470,693.41	-	-	-	-	-	-	-	-	-	-	-	-	570,693
Carry Fwd to 16	-	-	-	-	-	-	-	-	-	-	-	(100,000.00)	(100,000.00)	-	(100,000)
234 Gov Transfer in Other Agcy	-	85.00	-	-	-	-	-	-	-	-	-	-	-	-	85
401 Licensure Fees	171,398.25	213,417.75	130,405.50	140,603.25	-	-	-	-	-	-	-	-	-	-	655,825
704 DCI Check Fee	30,793.00	35,840.00	35,630.00	45,808.00	-	-	-	-	-	-	-	-	-	-	148,069
BoEE Total Receipts	202,191.25	249,342.75	166,035.50	186,409.25	-	-	-	-	-	-	-	-	-	-	803,979
401 Licensure Fees (GenFund)	56,611.75	70,545.25	43,083.50	46,501.75	-	-	-	-	-	-	-	-	-	-	216,742
Expenditures															
101 Personal Services	65,311.23	123,266.77	192,171.67	102,614.16	-	-	-	-	-	-	-	50,000.00	50,000.00	-	533,364
202 In-State Travel	-	1,125.61	908.61	2,920.59	-	-	-	-	-	-	-	-	-	-	4,955
203 Assigned Vehicle	-	149.15	131.35	409.08	-	-	-	-	-	-	-	3,000.00	3,000.00	-	3,690
204 Vehicle Depreciation	-	360.00	360.00	360.00	-	-	-	-	-	-	-	276.00	276.00	-	1,356
205 Out-of-State Travel	1,669.64	-	(354.43)	3,795.70	-	-	-	-	-	-	-	360.00	360.00	-	5,471
301 Office Supplies	5,222.46	8.28	10.75	220.16	-	-	-	-	-	-	-	150.00	150.00	-	5,612
309 Printing & Binding	1,284.81	-	396.92	3,910.10	-	-	-	-	-	-	-	-	-	-	5,592
313 Postage	-	3,817.71	3,440.84	3,218.89	-	-	-	-	-	-	-	3,350.00	3,350.00	-	13,827
401 Communications	-	1,108.02	1,163.28	1,164.44	-	-	-	-	-	-	-	722.00	722.00	-	4,158
402 Rentals	2,128.06	-	75.00	75.00	-	-	-	-	-	-	-	-	-	-	2,278
405 Professional Services	40.00	168.90	50.00	523.11	-	-	-	-	-	-	-	780.00	780.00	-	1,562
406 Outside Services	-	-	6,475.02	1,317.81	-	-	-	-	-	-	-	110.00	110.00	-	7,903
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
408 Advertising	-	-	-	54.56	-	-	-	-	-	-	-	-	-	-	55
409 Outside Repairs/Services	428.97	-	-	145.38	-	-	-	-	-	-	-	-	-	-	574
414 Other Agency Reimb	-	44.00	13,950.81	44.00	-	-	-	-	-	-	-	306.00	306.00	-	14,345
416 ITE Reimbursement	-	3,345.20	2,476.53	2,954.79	-	-	-	-	-	-	-	2,700.00	2,700.00	-	11,477
418 IT Contracted Services	-	-	30,000.00	-	-	-	-	-	-	-	-	-	-	-	30,000
432 Gov Trfr Attorney Gen	-	-	6,690.74	3,694.81	-	-	-	-	-	-	-	3,950.00	3,950.00	-	14,336
433 Gov Trfr Auditor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
434 Gov Trfr Other Agencies	-	-	44,514.00	21,270.22	-	-	-	-	-	-	-	30,000.00	30,000.00	-	95,784
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
503 Equipment Non-Inventory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
510 IT Equipment & Software	18,713.00	-	31,607.07	27.02	-	-	-	-	-	-	-	-	-	-	50,347
602 SWICAP/Other Expense	-	-	49.70	1,923.62	-	-	-	-	-	-	-	490.00	490.00	-	2,463
Total Expenditures	94,798.17	133,393.64	334,117.86	150,643.44	-	-	-	-	-	-	-	96,194.00	96,194.00	-	809,147
Excess (Deficiency) of Revenue over Expenditures	107,393.08	115,949.11	(168,082.36)	35,765.81	-	-	-	-	-	-	-	(96,194.00)	(96,194.00)	-	(5,168)
Beginning Cash Balance	100,000.00	207,393.08	794,035.60	625,953.24	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	565,525.05	-	-
Ending Cash Balance	207,393.08	794,035.60	625,953.24	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	661,719.05	565,525.05	-	-	(5,168)

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
		Brought Fwd not included															
153	234	Licensure Fees % - Other Agcy	-	85.00	-	-	-	-	-	-	-	-	-	-	-	-	85.00
154	401	Licensure Fees %	171,398.25	213,417.75	130,405.50	140,603.25	-	-	-	-	-	-	-	-	-	-	655,824.75
154	704	DCI Check Fee	30,793.00	35,840.00	35,630.00	45,808.00	-	-	-	-	-	-	-	-	-	-	148,069.00
Gen Fund	234	Licensure Fees % - Other Agcy	-	30.00	-	-	-	-	-	-	-	-	-	-	-	-	30.00
Gen Fund	401	Licensure Fees	56,611.75	70,545.25	43,083.50	46,501.75	-	-	-	-	-	-	-	-	-	-	216,742.25
		Net Receipts	<u>258,803.00</u>	<u>319,918.00</u>	<u>209,119.00</u>	<u>232,911.00</u>	-	-	-	-	-	-	-	-	-	-	<u>1,020,751.00</u>
0914	401	Refunds	238.00	1,070.00	636.00	1,226.00											3,170.00

Obligations vs. Budget Report
Budget Fiscal Year: 2015

	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent
Resources:				
Balance Forward	\$ 570,693	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 655,825	\$ 1,735,513		
704 Other	\$ 148,069	\$ 360,000		
Total Resources:	\$ 1,374,587	\$ 3,271,722	\$ 2,467,828	25%
<i>(Total Revenue)</i>	<u><u>\$ 803,894</u></u>			
Expenditures:				
101 Personal Services	\$ 533,364	\$ 1,533,123	\$ 999,759	35%
202 In-State Travel	\$ 4,955	\$ 25,000	\$ 20,045	20%
203 Assigned Vehicle	\$ 3,690	\$ 5,000	\$ 1,310	74%
204 Vehicle Depreciation	\$ 1,356	\$ 4,000	\$ 2,644	34%
205 Out-of-State Travel	\$ 5,471	\$ 20,000	\$ 14,529	27%
301 Office supplies	\$ 5,612	\$ 12,000	\$ 6,388	47%
309 Printing & Binding	\$ 5,592	\$ 15,000	\$ 9,408	37%
313 Postage	\$ 13,827	\$ 38,000	\$ 24,173	36%
401 ICN/Communications	\$ 4,158	\$ 15,000	\$ 10,842	28%
402 Rentals	\$ 2,278	\$ 3,500	\$ 1,222	65%
405 Professional Services	\$ 1,562	\$ 26,000	\$ 24,438	6%
406 Outside Services	\$ 7,903	\$ 5,000	\$ (2,903)	158%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 55	\$ 3,000	\$ 2,945	2%
409 Outside Repairs/Ser	\$ 574	\$ 4,000	\$ 3,426	14%
414 Other Agency Reimb	\$ 14,345	\$ 12,000	\$ (2,345)	120%
416 ITD Reimbursement	\$ 11,477	\$ 22,000	\$ 10,523	52%
418 IT Contracted services	\$ 30,000	\$ 100,000	\$ 70,000	30%
432 Gov Transfer AG	\$ 14,336	\$ 41,000	\$ 26,664	35%
433 Gov Transfer Auditor	\$ -	\$ 8,000	\$ 8,000	0%
434 Gov Trans Other Agency	\$ 95,784	\$ 360,000	\$ 264,216	27%
502 Equipment Inventory	\$ -	\$ 3,100	\$ 3,100	0%
503 Equipment Non-Inven	\$ -	\$ 19,000	\$ 19,000	0%
510 IT Equipment	\$ 50,347	\$ 60,000	\$ 9,653	84%
602 SWICAP	\$ 2,463	\$ 20,000	\$ 17,537	12%
705 Refunds	\$ 3,170	\$ 8,000	\$ 4,830	40%
Carryover		\$ -		
Expenditure Subtotal	\$ 812,317	\$ 2,361,723	\$ 1,549,406	34%
<i>Revenue Less Expenditures</i>	<u><u>\$ (8,423)</u></u>			

(off from Finance report by \$8,000+ due to inclusion of refunds)

FY 2015 Actual Revenue for each License Issued

Number of Transactions Processed by Month

Record Year In Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2016	2,967	3,294	2,012	2,402	0	0	0	0	0	0	0	0	10,675
<i>Running Total</i>	2,967	6,261	8,273	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	
FY 2015	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
<i>Running Total</i>	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
<i>Running Total</i>	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
<i>Running Total</i>	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
<i>Running Total</i>	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
<i>Running Total</i>	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
<i>Running Total</i>	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
<i>Running Total</i>	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
<i>Running Total</i>	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
<i>Running Total</i>	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
<i>Running Total</i>	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
<i>Running Total</i>	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
<i>Running Total</i>	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
Proj FY16 for Budget	2,544	3,103	2,288	2,229	1,673	1,753	1,887	2,068	2,191	1,897	2,292	2,931	27,281
<i>Running Total</i>	2,544	5,647	7,935	10,164	11,837	13,590	15,476	17,544	19,735	21,632	23,925	26,856	

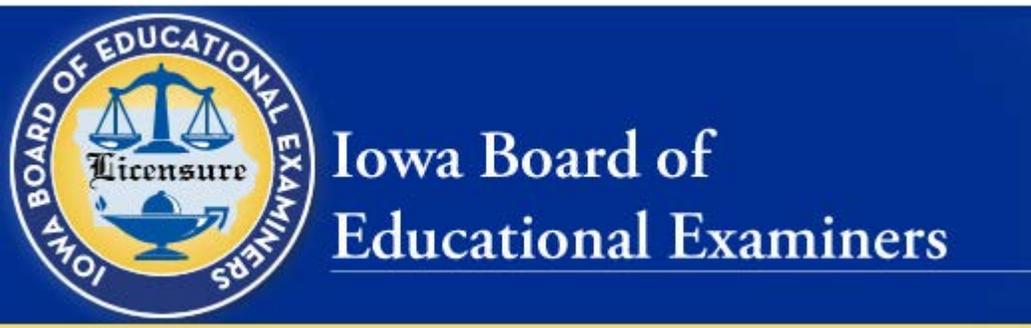
FY 2015 Actual Number of Transactions Processed per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Prof Adm - Online	9	10	11	9									39
Duplicate Lic - Online	33	37	19	17									106
Late Fees - online	14	17	5	6									42
Master Ed - Online	139	147	80	71									437
Prof Service License	22	13	11	9									0
Standard Lic - Online	213	223	131	126									693
Background	430	401	468	508									1,807
Background - Renewal			671	621									1,292
Initial Teacher Lic	143	182	324	337									986
Extended Initial	18	29	16	17									78
Standard License	369	318	259	220									1,166
Master Ed	187	213	164	140									704
Professional Adm	50	23	23	19									115
Authorization Extension	0	0	0	269									269
Coach Authorization	347	464	213	115									1,139
Substitute License	144	163	144	157									608
Substitute Auth	79	94	119	87									379
Endorsement	173	288	80	15									556
Duplicate Lic	27	40	13	43									123
Tx Evaluation	186	143	59	406									794
Late Payment	73	194	89	32									388
Out-of-state T or A	128	75	29	0									230
Out-of-country	0	0	12	7									19
BTW Driving Instr	10	7	4	45									66
Class A	149	94	55	13									311
Executive Director Decision	13	53	6	127									199
Class B	198	310	93	18									617
Class E	35	40	4	0									79
Class G	3	12	3	0									18
Coach Auth Extend	7	9	0	3									19
Evaluator License	0	6	3	3									12
Renew Evaluator License	1	2	0	0									3
Initial Admn Lic	9	58	15	17									99
Extended Initial Adm	1	1	0	2									4
Renew Initial Administrator	5	2	3	4									14
Convert Initial Administrator	5	10	2	1									18
Renew Professional Administrator	11	19	3	1									34
Extend Professional Administrator	1	4	0	1									6
Administrator Exchange	8	2	3	4									17
Extend Administrator Exchange	0	1	1	0									2
Convert Administrator Exchange	0	0	0	0									0
Class B Administrator	4	1	4	3									12
Add Endorsement to Admin	0	0	0	0									0
CTE Authorization	2	2	3	0									7
Initial CTE Authorization	4	1	0	0									5
Paraeducator	128	81	37	31									277
Paraeducator Add Concentration	19	14	7	1									41
Orientation and Mobility Specialist	1	0	0	0									1
Statement of Professional Recognition	29	36	22	16									103
Teacher Intern License	11	3	0	0									14
Initial Prof Service	4	10	4	1									19
Professional Service	22	20	10	11									63
PSL - Class A	3	2	0	0									5
PSL - Class B	0	0	0	0									0
IPREP-Portfolio Review	0	1	0	1									2
SBO	21	27	23	28									99
Native Language Authorization	0	2	0	1									3
SAM	0	0	0	6									6
IJAG Authorization	0	1	0	0									1
Activities Admn. Auth.	2	1	0	0									3
Over Payment	3	12	5	8									28
Total # Licenses Issued	2,967	3,294	2,012	2,402	-	-	-	-	-	-	-	-	10,556
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

FY 2015 Actual Revenue for each Transaction Processed

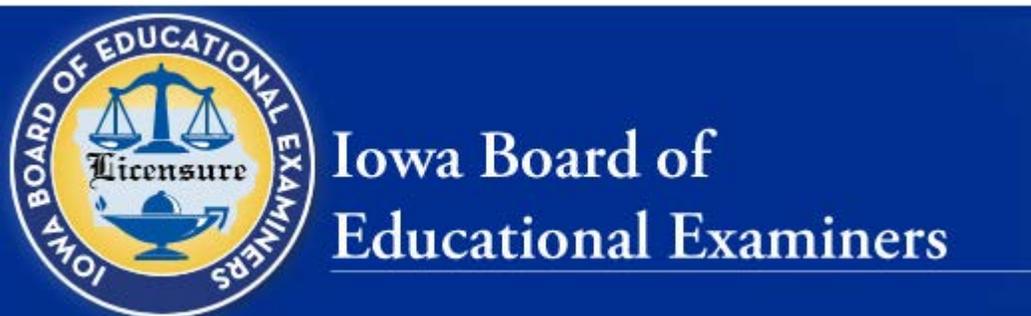
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Prof Adm - Online	\$ 1,936	\$ 1,144	\$ 978	\$ 801									\$ 4,859
Duplicate Lic - Online	\$ 594	\$ 666	\$ 342	\$ 306									\$ 1,908
Late Fees - online	\$ 650	\$ 1,200	\$ 150	\$ 775									\$ 2,775
Master Ed - Online	\$ 12,232	\$ 12,936	\$ 7,118	\$ 6,319									\$ -
Prof Service License	\$ 792	\$ 880	\$ 979	\$ 712									\$ 3,363
Standard Lic - Online	\$ 18,744	\$ 19,624	\$ 11,659	\$ 11,214									\$ 61,241
Background	\$ 27,891.00	\$ 29,852.00	\$ 35,095.00	\$ 38,076.00									\$ 130,914
Background - Renewal			\$ 671.00	\$ 621.00									\$ 1,292
Initial Teacher Lic	\$ 12,165.00	\$ 15,460.00	\$ 27,540.00	\$ 28,644.00									\$ 83,809
Extended Initial	\$ 400.00	\$ 725.00	\$ 400.00	\$ 425.00									\$ 1,950
Standard License	\$ 31,366.00	\$ 27,030.00	\$ 21,991.00	\$ 18,700.00									\$ 99,087
Master Ed	\$ 15,911.00	\$ 18,105.00	\$ 13,940.00	\$ 11,900.00									\$ 59,856
Professional Adm	\$ 4,262.00	\$ 1,955.00	\$ 1,955.00	\$ 1,615.00									\$ 9,787
Coach Authorization	\$ 29,520.00	\$ 39,425.00	\$ 18,135.00	\$ 22,890.00									\$ 109,970
Substitute License	\$ 12,245.00	\$ 13,855.00	\$ 12,240.00	\$ 9,775.00									\$ 48,115
Substitute Auth	\$ 6,717.00	\$ 7,990.00	\$ 10,115.00	\$ 13,345.00									\$ 38,167
Endorsement	\$ 8,650.00	\$ 14,400.00	\$ 4,000.00	\$ 4,350.00									\$ 31,400
Duplicate Lic	\$ 405.00	\$ 600.00	\$ 195.00	\$ 225.00									\$ 1,425
Tx Evaluation	\$ 11,135.00	\$ 8,580.00	\$ 3,540.00	\$ 2,573.00									\$ 25,828
Late Payment	\$ 1,834.00	\$ 4,844.00	\$ 2,215.00	\$ 10,147.00									\$ 19,040
Out-of-state T or A	\$ 10,741.00	\$ 6,380.00	\$ 2,465.00	\$ 2,720.00									\$ 22,306
Out-of-country	\$ -	\$ -	\$ 1,020.00	\$ -									\$ 1,020
BTW Driving Instr	\$ 400.00	\$ 280.00	\$ 160.00	\$ 280.00									\$ 1,120
Class A	\$ 12,675.00	\$ 7,990.00	\$ 4,675.00	\$ 3,825.00									\$ 29,165
Executive Director Decision	\$ 1,105.00	\$ 4,505.00	\$ 510.00	\$ 1,105.00									\$ 7,225
Class B	\$ 16,635.00	\$ 26,350.00	\$ 7,905.00	\$ 10,795.00									\$ 61,685
Class E	\$ 5,295.00	\$ 5,938.00	\$ 600.00	\$ 2,710.00									\$ 14,541
Class G	\$ 255.00	\$ 1,010.00	\$ 255.00	\$ -									\$ 1,520
Authorization Extension	\$ -	\$ -	\$ -	\$ -									\$ -
Coach Auth Extend	\$ 280.00	\$ 360.00	\$ -	\$ 120.00									\$ 760
Evaluator License	\$ -	\$ 510.00	\$ 255.00	\$ 255.00									\$ 1,020
Renew Evaluator License	\$ 88.00	\$ 170.00	\$ -	\$ -									\$ 256
Initial Adm Lic	\$ 765.00	\$ 4,930.00	\$ 1,275.00	\$ 1,445.00									\$ 8,415
Extended Initial Adm	\$ 85.00	\$ 85.00	\$ -	\$ 170.00									\$ 340
Renew Initial Administrator	\$ 428.00	\$ 170.00	\$ 255.00	\$ 340.00									\$ 1,191
Convert Initial Administrator	\$ 425.00	\$ 850.00	\$ 170.00	\$ 85.00									\$ 1,530
Renew Professional Administrator	\$ 935.00	\$ 1,615.00	\$ 255.00	\$ 85.00									\$ 2,890
Extend Professional Administrator	\$ 85.00	\$ 340.00	\$ -	\$ 85.00									\$ 510
Administrator Exchange	\$ 680.00	\$ 170.00	\$ 255.00	\$ 340.00									\$ 1,445
Extend Administrator Exchange	\$ -	\$ 85.00	\$ 85.00	\$ -									\$ 170
Convert Administrator Exchange	\$ -	\$ -	\$ -	\$ -									\$ -
Class B Administrator	\$ 340.00	\$ 85.00	\$ 340.00	\$ 255.00									\$ 1,020
Add Endorsement to Admin	\$ -	\$ -	\$ -	\$ -									\$ -
CTE Authorization	\$ 170.00	\$ 170.00	\$ 255.00	\$ -									\$ 595
Initial CTE Authorization	\$ 340.00	\$ 85.00	\$ -	\$ -									\$ 425
Paraeducator	\$ 5,122.00	\$ 3,240.00	\$ 1,495.00	\$ 1,240.00									\$ 11,097
Paraeducator Add Concentration	\$ 475.00	\$ 350.00	\$ 175.00	\$ 25.00									\$ 1,025
Orientation & Mobility Specialist	\$ 85.00	\$ -	\$ -	\$ -									\$ 85
Statement of Professional Recognition	\$ 2,465.00	\$ 3,060.00	\$ 1,870.00	\$ 1,360.00									\$ 8,755
Teacher Intern License	\$ 1,355.00	\$ 295.00	\$ -	\$ -									\$ 1,650
Initial Professional Service	\$ 340.00	\$ 850.00	\$ 340.00	\$ 85.00									\$ 1,615
Professional Service	\$ 1,872.00	\$ 1,700.00	\$ 850.00	\$ 935.00									\$ 5,357
PSL- Class A	\$ 255.00	\$ 170.00	\$ -	\$ -									\$ 425
PSL- Class B	\$ -	\$ -	\$ -	\$ -									\$ -
IPREP-Portfolio Review	\$ -	\$ 375.00	\$ -	\$ 440.00									\$ 815
SBO	\$ 1,786.00	\$ 2,295.00	\$ 1,955.00	\$ 2,380.00									\$ 8,416
Native Language Authorization	\$ -	\$ 170.00	\$ -	\$ 85.00									\$ 255
SAM	\$ -	\$ -	\$ -	\$ 510.00									\$ 510
IJAG	\$ -	\$ 85.00	\$ -	\$ -									\$ 85
Activities Admin. Auth.	\$ 170.00	\$ 85.00	\$ -	\$ -									\$ 255
Over Payment	\$ 89.00	\$ 76.00	\$ 139.00	\$ 119.00							\$ -	\$ -	\$ 423.00
Grand Total	\$ 263,166	\$ 294,098	\$ 200,817	\$ 215,207	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 934,703
Background Total	\$ 27,891	\$ 29,852	\$ 35,766	\$ 38,697	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 132,206
BoEE Revenue	\$ 176,471	\$ 198,185	\$ 123,788	\$ 132,383	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 601,873
General Fund Total	\$ 58,824	\$ 66,062	\$ 41,263	\$ 44,128	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,624
BoEE+GenFund	\$ 235,295	\$ 264,246	\$ 165,051	\$ 176,510	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 802,497
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

BoEE Professional Practices Data



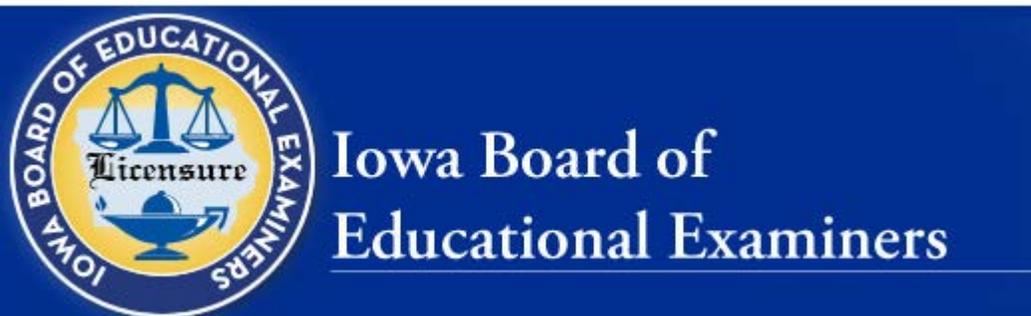
Data from 2010-2015 (15-86) for probable cause by license type. If a person held more than one license, all licenses are included in the data.

License Type	Probable Cause was Found	Probable Cause was Not Found
Class A	5	5
Class B	10	10
Coaching Authorization	40	41
Initial	18	13
Initial Administrator	2	4
Standard	75	73
Class C	2	0
Substitute	11	9
Master Educator	33	38
Admin Decision	1	1
Paraeducator	2	4
Permanent Professional Evaluator	15	25
Professional Administrator	2	8
Professional Service	21	87
Provisional Career and Technical	1	0
Regional Exchange	1	0
School Business Official Authorization	4	1
Conditional	1	0
Administrator Exchange	2	4
Initial Professional Service License	1	0
Behind the Wheel	0	1
Class E	0	2
Statement of Professional Recognition	0	1
Total	247	328



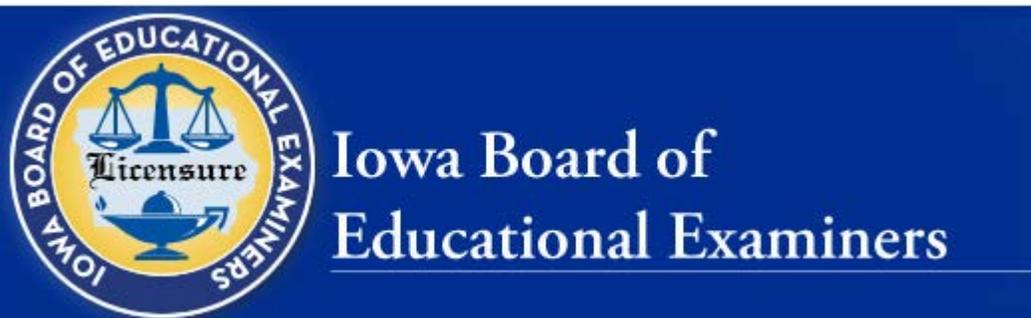
Data from 2010-2015 (15-86 last case) where probable cause was found, broken down by teaching subject area.

Teacher's Subject	Probable Cause Found	Percent of Total
Business	2	1.42%
Computers	6	4.26%
Economics	1	0.71%
Elementary	12	8.51%
Engineering	1	0.71%
English	13	9.22%
Math	17	12.06%
Social Studies	13	9.22%
Family Consumer Science	3	2.13%
Foreign Language	4	2.84%
Music	17	12.06%
Physical Education	7	4.96%
Science	10	7.09%
Special Education	29	20.57%
Substitute	5	3.55%
Electives	1	0.71%
Total	141	



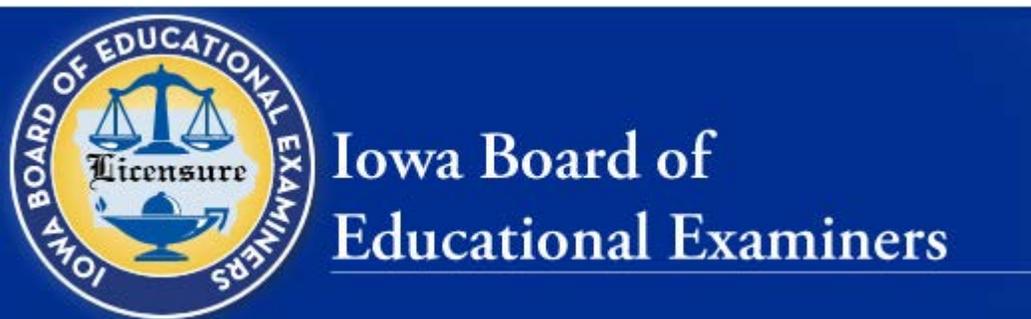
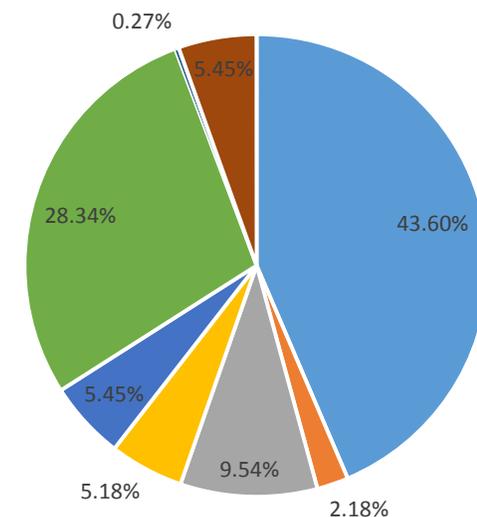
Probable cause for 2010-2015 (15-86 was last case) by type of complainant.

Complainant Category	Probable Cause Found	No Probable Cause Found
Licensed Practitioners employed by a school district or their educational entity or their recognized local or state professional organization	140	65
Local boards of education	7	1
Parents or guardians of students involved in the alleged complaint	17	150
Executive Director, BoEE	24	4
Department of Transportation	0	0
Employee of DE	2	0
Total	190	220



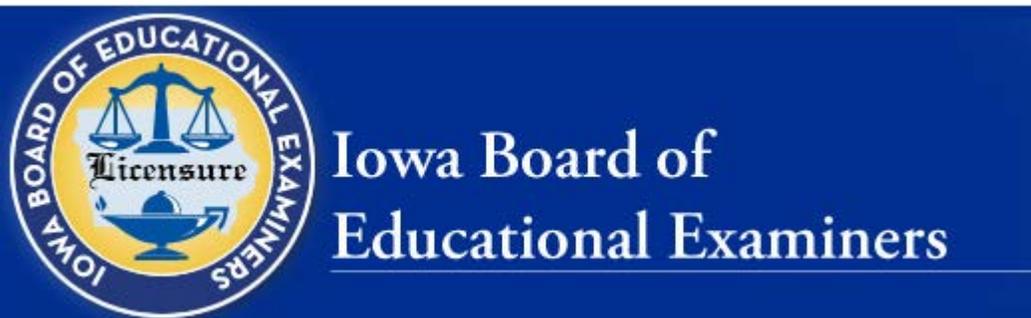
Allegations for complaints from 2010-2015 (through 15-86) sorted by standards.

Allegation/Violation	Total Number of Cases that Found Probable Cause	Percentage of Total	Total Number of Cases that Did Not Find Probable Cause	Percentage of Total	Total Cases	Percentage of Total
Conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse	160	43.60%	62	10.42%	222	23.08%
Alcohol or Drug Abuse	8	2.18%	8	1.34%	16	1.66%
Misrepresentation, falsification of information	35	9.54%	51	8.57%	86	8.94%
Misuse of public funds and property	19	5.18%	26	4.37%	45	4.68%
Violations of contractual obligations	20	5.45%	9	1.51%	29	3.01%
Unethical practice toward other members of the profession, parents, students, and the community	104	28.34%	397	66.72%	501	52.08%
Compliance with state law governing obligations to state or local governments, student loan obligations, child support obligations, and board orders	1	0.27%	8	1.34%	9	0.94%
Incompetence	20	5.45%	34	5.71%	54	5.61%
	367		595		962	



Standards violated (probable cause found) by license type (the position the licensee was currently in) for 2010-2015 (15-86 last case).

Position	Standard 1 Violated	Standard 2 Violated	Standard 3 Violated	Standard 4 Violated	Standard 5 Violated	Standard 6 Violated	Standard 7 Violated	Standard 8 Violated	Totals
Administrator	6	0	3	4	4	30	0	6	53
Coach	25	0	1	4	0	12	0	2	44
Teacher	127	8	31	9	14	57	1	12	259
Totals	158	8	35	17	18	99	1	20	356



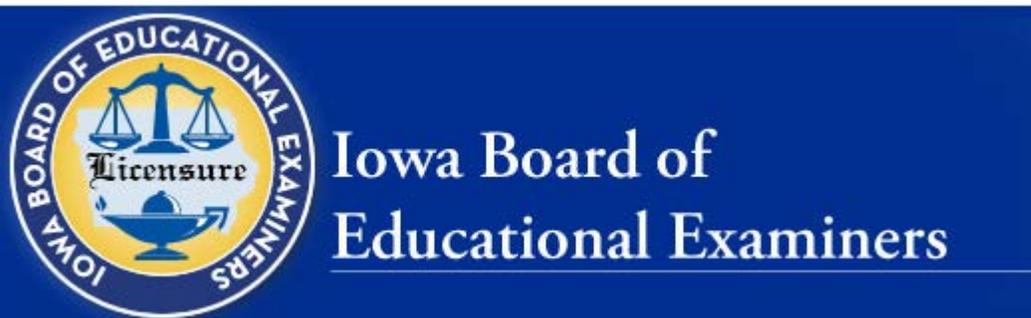
All complaints that were filed in the last five years (2010-2015) for Standard I violations. Not all 2015 cases are included (2015-86 is the most recent case used).

Standard 1 Violation	Total Number of Cases with Probable Cause	Total Number of Cases without Probable Cause
A. Fraud	7	6
B. Criminal Conviction	30	6
C. Sexual Involvement/Indecent Contact with a Student	17	1
D. Sexual Exploitation of a Minor	13	0
E. Student Abuse	99	47
Total	166	60

All complaints that were filed in the last five years (2010-2015) for Standard VI violations. Not all 2015 cases are included (2015-86 is the most recent case used).

Standard 6 Violations	Total Number of Cases with Probable Cause	Total Number of Cases Without Probable Cause
A. Denying the student, without just cause, access to varying points of view	0	25
B. Deliberately suppressing or distorting subject matter for which the educator bears responsibility	6	44
C. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning	35	110
D. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement	21	91
E. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin	1	23
F. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioners for the practitioner's personal advantage	0	2
G. Accepting gifts from vendors or potential vendors where there may be the appearance or actual conflict of interest	0	0
H. Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law	1	22
I. Refusing to participate in a professional inquiry when requested by the board	0	6

Standard 6 Violations	Total Number of Cases with Probable Cause	Total Number of Cases Without Probable Cause
K. Failure to self-report to the Board, within 60 days any founded child abuse report, or any conviction for a criminal offense listed in 25.3 (1) "b" (1) which requires revocation of practitioner's license	0	7
L. Delegating tasks to unqualified personnel	8	26
M. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations	10	35
N. Allowing another person to use one's practitioner license for any purpose	0	0
O. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license	9	9
P. Falsifying, forging, or altering a license issued by the board	0	0
Q. Failure of the practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed	1	0
R. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment	4	3
Total	97	411



ARRC PENDING MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.28(26)c(12), 13.28(27)c(2), 27.3(1)c(2), and 27.3(2)c(2) to reduce the number of practicum and internship hours required for Professional School Counselors and bring it into alignment with national standards

These are proposed changes to the number of practicum and internship hours for adding the K-8 and 5-12 Professional School Counselor endorsement to both an Iowa teaching license and an Iowa Professional Service License. Currently Iowa requires 500 hours at the K-8 level and 500 hours at the 5-12 level. This equates to approximately 12.5 weeks for each endorsement or 25 weeks for both. This significantly exceeds the required 100 hour practicum and 600 hour internship required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) who sets the national standards for counseling. These changes would bring Iowa into alignment with national standards and cease imposing an undue hardship on individuals seeking both endorsements.

The proposed changes will be published in the November 11, 2015 edition of the Iowa Administrative Bulletin. A public hearing is set for December 2, 2015.

282—13.28(26)c.(12) Teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.~~ Candidates will complete a pre-service supervised practicum for a minimum of 100 hours and at least 40 of these hours must be direct service. Candidates will complete a supervised internship for a minimum of 600 hours and at least 240 of these hours must be direct service. For candidates seeking both the K-8 and 5-12 professional school counselor endorsements, a minimum of 100 hours of the practicum or internship experiences listed above must be completed at each of the desired endorsement levels.

282—13.28(27)c.(2) The teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which~~

a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a pre-service supervised practicum and an internship that meets the requirements set forth in 282-13.28(26)c(12).

282—27.3(1)c.(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The candidate will complete a pre-service supervised practicum and an internship that meets the requirements set forth in 282-13.28(26)c(12).

282—27.3(2) c. (2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a pre-service supervised practicum and an internship that meets the requirements set forth in 282-13.28(26)c(12).

mln/DT

ARRC PENDING MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 12 – Fee Increase

The 2015 General Assembly passed legislation during the 2015 legislative session that transfers \$600,000 to the Iowa Department of Education from the Iowa Board of Educational Examiners in order to pay for the “I Have a Plan Iowa” software (Conference Committee Report on HF 658 section 52 <http://coolice.legis.iowa.gov/Cool-ICE/default.asp?Category=billinfo&ga=86&Service=BillBook&hbill=CCH658>).

The appropriation of these funds will leave the BoEE with a cash balance of approximately \$550,000 to start fiscal year 2016.

The recommendation to the board is to increase all licensure fees by \$4. Raising the fees will provide the BoEE with additional dollars to rebuild this agency’s cash reserves and enhance the BoEE’s revenue stream as the agency anticipates increased expenses that will exceed existing revenue in future fiscal years if revenues are not increased. The last time the board raised fees was on 7/29/2005 when the board raised typical licensure fees from \$60 to \$85.

Below is an estimate of the amount of revenue generated from this proposed fee change:

Total anticipated revenue generated: \$122,773 (An estimated number of transactions of 30,693 multiplied by \$4)

\$92,080 will remain with the BoEE (*75% of licensure fees remain with the agency)

\$30,693 will flow to the state’s general fund (*25% of licensure fees are deposited to the state’s general fund)

*See Iowa Code 272.10 (<https://www.legis.iowa.gov/docs/code/272.10.pdf>)

A public hearing was held on September 23, 2015. There were no attendees at the public hearing. The board has received one written comment in opposition to the proposed changes, submitted by the Iowa State Education Association. The board voted to adopt the changes at its meeting on October 9, 2015. If the ARRC takes no action on these changes, they will become effective on December 16, 2015.

CHAPTER 12
FEES

282—12.1(272) Issuance of licenses, certificates, authorizations, and statements of professional recognition. All application and licensure fees are nonrefundable. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ ~~\$89~~ unless otherwise specified below:

1. Class E emergency license shall be ~~\$150~~ ~~\$154~~.
2. Paraeducator certificate shall be ~~\$40~~ ~~\$44~~.
3. Behind-the-wheel authorization shall be ~~\$40~~ ~~\$44~~.

[ARC 9743B, IAB 9/7/11, effective 10/12/11; ARC 2017C, IAB 6/10/15, effective 7/15/15]

282—12.2(272) Fees for the renewal or extension of licenses, certificates, statements of professional recognition, and authorizations. The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ ~~\$89~~ unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be ~~\$40~~ ~~\$44~~.
2. The renewal of the behind-the-wheel authorization shall be ~~\$40~~ ~~\$44~~.
3. A one-year extension for renewal of a coaching authorization shall be ~~\$40~~ ~~\$44~~.
4. A one-year extension of the initial license shall be ~~\$25~~ ~~\$29~~. This extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).
5. A ~~\$25~~ ~~\$29~~ fee for an extension of the initial administrator license, which may be issued instead of renewing the initial administrator license if the applicant verifies one of the criteria listed in 282—subrule 20.8(2).

[ARC 9743B, IAB 9/7/11, effective 10/12/11; ARC 2017C, IAB 6/10/15, effective 7/15/15]

282—12.3(272) Evaluation fee. Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable ~~\$60~~ ~~\$64~~ evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable ~~\$60~~ ~~\$64~~ evaluation fee.

282—12.4(272) Adding endorsements.

12.4(1) Fee for each added endorsement. The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be ~~\$50~~ ~~\$54~~. The fee for each additional endorsement added to a paraeducator certificate shall be ~~\$25~~ ~~\$29~~.

12.4(2) Fee for transcript review. Applicants may ask the board of educational examiners to analyze transcripts if the applicant believes all requirements have been met. Applicants who request board of educational examiners transcript analysis shall be assessed a ~~\$60~~ ~~\$64~~ transcript evaluation fee for each new endorsement requested. This fee shall be in addition to the fee for adding the endorsement.

[ARC 2017C, IAB 6/10/15, effective 7/15/15]

282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, certificate, statement of professional recognition, or authorization shall be ~~\$15~~ ~~\$19~~.

[ARC 2017C, IAB 6/10/15, effective 7/15/15]

282—12.6(272) Late fees.

12.6(1) An additional fee of ~~\$25~~ ~~\$29~~ per calendar month, not to exceed ~~\$150~~ ~~\$174~~, shall be imposed if an application for renewal or conversion of a Class A, B, or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

12.6(2) Failure to hold an endorsement. An additional fee of ~~\$25~~ ~~\$29~~ per calendar month, not to exceed

~~\$150~~ ~~\$174~~, shall be imposed if the practitioner holds a valid Iowa license, but does not hold an endorsement for the type of service for which the practitioner is employed.

12.6(3) Failure to hold valid Iowa license or authorization. An additional fee of ~~\$100~~ ~~\$104~~ per calendar month, not to exceed ~~\$500~~ ~~\$524~~, shall be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

[ARC 2017C, IAB 6/10/15, effective 7/15/15]

282—12.7(272) Fees nonrefundable. All fees as set out in this chapter are nonrefundable.

282—12.8(272) Portfolio review and evaluation fees. The fee for review and evaluation of an applicant portfolio is set as follows:

12.8(1) For the professional education core, the portfolio review and evaluation fee shall be ~~\$500~~ ~~\$504~~.

12.8(2) For content endorsement, the portfolio review and evaluation fee shall be ~~\$250~~ ~~\$254~~.

[ARC 8606B, IAB 3/10/10, effective 4/14/10]

282—12.9(272) Retention of incomplete applications.

12.9(1) *Timeline for complete application materials to be submitted.* Upon receipt of an incomplete application, the executive director will send a letter of deficiencies to the applicant stipulating that complete application materials must be submitted to the board office within 45 days of the date the letter is received. If the materials are not received within that timeline, the application process will be closed. If the applicant submits information after the 45-day deadline, the application process requires submission of a complete set of application materials and fees, including late fees if applicable, for practicing with an expired license, without the proper endorsement, or without an Iowa board-issued license.

12.9(2) *Background check.* The background check fee will be valid for one year. If a license is not issued within one year of a completed background check, the background check shall be considered void.

12.9(3) *Timeline for audited online renewals.* Upon receipt of notification that the online renewal application has been audited, the applicant shall have 30 days to submit the official transcripts and mandatory reporter verification to the board office. If the materials are not received within that timeline, the applicant will be notified that the application process is closed. If the applicant submits information after the 30-day deadline, the application process requires submission of a complete set of application materials and fees. If the license expires during the 30-day deadline and the applicant is teaching, the school district will be notified that the applicant's license is expired and the individual shall not continue teaching until the complete application materials are submitted to the board office.

12.9(4) *Request for additional time.* If the applicant is not able to submit the application materials by the deadline, the applicant may contact the executive director with a request for additional time. The applicant must submit verification as to the need for the additional time. The executive director will review the request and provide a written decision either approving or denying the request.

[ARC 9386B, IAB 2/23/11, effective 3/30/11; ARC 2017C, IAB 6/10/15, effective 7/15/15]

EDUCATIONAL EXAMINERS BOARD[282]**Notice of Intended Action**

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(2), the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 12, “Fees,” Iowa Administrative Code.

During the 2015 legislative session, the General Assembly passed 2015 Iowa Acts, House File 658, section 52, which transfers \$600,000 to the Department of Education from the Board of Educational Examiners in order to pay for the “I Have a Plan Iowa” software. The appropriation of these funds will leave the Board with a cash balance of approximately \$550,000 to start fiscal year 2016.

In light of these developments, the Board proposes to increase all licensure fees by \$4. Raising the fees will provide the Board with additional dollars to rebuild the Board’s cash reserves and enhance its revenue stream as the agency anticipates increased expenses that will exceed existing revenue in future fiscal years if revenues are not increased. The last time the Board raised fees was in 2005, when the Board raised typical licensure fees from \$60 to \$85.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 25, 2015. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 23, 2015, at 1 p.m. in Room B50, Basement, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

This amendment is subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(2).

The following amendment is proposed.

Amend 282—Chapter 12 as follows:

CHAPTER 12
FEES

282—12.1(272) Issuance of licenses, certificates, authorizations, and statements of professional recognition. All application and licensure fees are nonrefundable. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. Class E emergency license shall be ~~\$150~~ \$154.
2. Paraeducator certificate shall be ~~\$40~~ \$44.
3. Behind-the-wheel authorization shall be ~~\$40~~ \$44.

282—12.2(272) Fees for the renewal or extension of licenses, certificates, statements of professional recognition, and authorizations. The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be ~~\$40~~ \$44.
2. The renewal of the behind-the-wheel authorization shall be ~~\$40~~ \$44.
3. A one-year extension for renewal of a coaching authorization shall be ~~\$40~~ \$44.
4. A one-year extension of the initial license shall be ~~\$25~~ \$29. This extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).
5. A ~~\$25~~ \$29 fee for an extension of the initial administrator license, which may be issued instead of renewing the initial administrator license if the applicant verifies one of the criteria listed in 282—subrule 20.8(2).

282—12.3(272) Evaluation fee. Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable ~~\$60~~ \$64 evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable ~~\$60~~ \$64 evaluation fee.

282—12.4(272) Adding endorsements.

12.4(1) Fee for each added endorsement. The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be ~~\$50~~ \$54. The fee for each additional endorsement added to a paraeducator certificate shall be ~~\$25~~ \$29.

12.4(2) Fee for transcript review. Applicants may ask the board of educational examiners to analyze transcripts if the applicant believes all requirements have been met. Applicants who request board of educational examiners transcript analysis shall be assessed a ~~\$60~~ \$64 transcript evaluation fee for each new endorsement requested. This fee shall be in addition to the fee for adding the endorsement.

282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, certificate, statement of professional recognition, or authorization shall be ~~\$15~~ \$19.

282—12.6(272) Late fees.

12.6(1) An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if an application for renewal or conversion of a Class A, B, or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

12.6(2) Failure to hold an endorsement. An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if the practitioner holds a valid Iowa license, but does not hold an endorsement for the type of service for which the practitioner is employed.

12.6(3) Failure to hold valid Iowa license or authorization. An additional fee of ~~\$100~~ \$104 per calendar month, not to exceed ~~\$500~~ \$520, shall be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

282—12.7(272) No change.

282—12.8(272) Portfolio review and evaluation fees. The fee for review and evaluation of an applicant portfolio is set as follows:

12.8(1) For the professional education core, the portfolio review and evaluation fee shall be ~~\$500~~ \$504.

12.8(2) For content endorsement, the portfolio review and evaluation fee shall be ~~\$250~~ \$254.

~~282—12.9(272)~~ No change.

These rules are intended to implement Iowa Code chapter 272.



RECEIVED
EXECUTIVE DIRECTOR
BOARD OF EDUCATIONAL EXAMINERS

SEP 25 2015

September 25, 2015

Iowa Board of Educational Examiners
c/o Kim Cunningham, Board Secretary
Grimes State Office Bldg.
400 East 14th St.
Des Moines, IA 50319-0147

Dear Members of the Iowa Board of Educational Examiners:

On behalf of the members of the Iowa State Education Association, I write in opposition to the proposal to increase licensure fees, *Notice of Intended Action* ARC 2131C. Under this new proposal, licensure fees for teachers, paraeducators, school counselors and other educators would increase by \$4. The Board's stated purpose for the fee increase is to rebuild cash reserves after the General Assembly appropriated \$600,000 from Board reserves to fund the Department of Education initiative, *I Have a Plan Iowa*. While we appreciate the Board's desire to maintain the funds granted by Iowa Code § 272.10 (75% of licensure fees remain with Board to fund Board activities), educators across the state should not be called upon to shoulder the Board's desire to once again build up excess reserves.

Funds maintained by the Board were last transferred out of Board coffers in 2009. At that time, \$750,000 was transferred to the General Fund. In 2009, the Board began the fiscal year with a cash balance of nearly one million dollars. Use of Board monies to appropriate funds to other agencies does not appear to be a common occurrence and has occurred when the Board's cash balance becomes excessive. We would hope that the Board would set a fee structure that is sufficient to maintain its activities without unnecessarily accumulating funds that could remain with our members and their families.

The Board will begin the next fiscal year with a cash balance of approximately \$550,000, but has not articulated why this financial position is insufficient to carry out its statutory obligations. As such, we feel an increase in licensure fees is not necessary at this time.

Thank you for your consideration.

Sincerely,


Tammy E. Wawro
President

Students
& Parents

RESPECT

Schools Teachers

ARRC PENDING MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapters 13, 15, 16, 18, 20, 22, 23, 24, 27

This language provides the necessary update to administrative rules to reflect the amended Iowa Code Ch. 272.2(17) regarding the review of the Iowa court information system during background checks. The language also provides necessary clean-up to other chapters by creating a singular reference for all background check procedures.

A public hearing was held on September 23, 2015. There were no attendees at the public hearing and no written comments have been received to date. The board voted to adopt the changes at its meeting on October 9, 2015. If the ARRC takes no action on these changes, they will become effective on December 16, 2015.

282—13.1(272) All applicants desiring Iowa licensure. Licenses, **authorizations, certificates, and statements of professional recognition** are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

13.1(1) National criminal history background check. An initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

13.1(2) Iowa division of criminal investigation background check. An Iowa division of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

13.1(3) Registries and records. **A check of the following registries and records will be conducted on initial applicants: the sex offender registry under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the dependent adult abuse records maintained under Iowa Code chapter 235B, and the information in the Iowa court information system available to the general public. The fee for registries and records checks will be assessed to the applicant.**

13.1(3) (4) Temporary permits. The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

282—15.7(272) Other special education practitioner endorsements.

15.7(6) Orientation and mobility specialist.

a. Authorization. The holder of this license is authorized to teach pupils with a visual impairment (see Iowa Code section 256B.2), including those pupils who are deaf-blind.

b. Provisional orientation and mobility license. The provisional license is valid for three years. An applicant must:

(6) Have completed the background check requirements set forth in 282—13.1.

282—16.1(272) Statement of professional recognition (SPR). The following are authorizations requiring or permitting statements of professional recognition and licenses obtained from the professional licensure division, department of public health, or the board of nursing:

1. School audiologist.
2. School nurse.
3. School occupational therapist.
4. School physical therapist.
5. School social worker.
6. Special education nurse.
7. Speech-language pathologist.

16.2 Application. Statements of professional recognition are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in 282—13.1.

282—18.1(272) All applicants desiring an Iowa administrator license. Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

18.1(1) National criminal history background check. An initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

Applicants must complete the background check requirements set forth in 282—13.1.

18.1(2) Iowa division of criminal investigation background check. An Iowa division of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

18.1(3)(2) Temporary permits.

20.3(3) Background check. Every renewal **or conversion** applicant is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, **and the dependent adult abuse records maintained under Iowa Code chapter 235B, and the Iowa court information system.** The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

282—22.1(272) Coaching authorization. A coaching authorization allows an individual to coach any sport in a middle school, junior high school, or high school.

22.1(2) Requirements. Applicants for the coaching authorization shall have completed the following requirements:

~~c. Iowa division of criminal investigation b~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in 282—13.1.

~~d. National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.2 (272) Substitute authorization.

22.2(1) Application process. Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

a. Requirements. Applicants for the substitute authorization shall meet the following requirements:

(4) ~~Iowa division of criminal investigation b~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in 282—13.1.

(5) ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.3(272) School business official authorization

22.3(4) Specific requirements for an initial school business official authorization. Applicants for an initial school business official authorization shall have completed the following requirements:

~~c. Iowa division of criminal investigation b~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in 282—13.1.

~~d. National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.5(272) Preliminary native language teaching authorization.

22.5(3) Requirements.

~~b. Iowa division of criminal investigation b~~ Background check. The applicant must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in 282—13.1.

~~e. National criminal history background check.~~ The applicant must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.7(272) School administration manager authorization.

22.7(3) Application process. Any person interested in the school administration manager authorization shall submit to the board of educational examiners an application which includes a written verification of employment from a school district administrator. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/>.

A person serving as a school administration manager prior to July 1, 2014, is eligible for the standard school administration manager authorization, subject to the Iowa division of criminal investigation and

national criminal history background checks. The person will be assessed the background check fee. The school administration manager must have completed the school administration manager training and be listed on the Basic Educational Data Survey as a school administration manager by October 31, 2013. The application fee for such persons will be waived if the application is received prior to June 30, 2014

22.7(4) Specific requirements for an initial school administration manager authorization. Applicants for an initial school administration manager authorization shall have completed the following requirements:

c. Iowa division of criminal investigation b Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. **Applicants must complete the background check requirements set forth in 282—13.1**

d. National criminal history background check. Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.8(272) iJAG authorization.

22.8(3) Requirements.

b. Iowa division of criminal investigation b Background check. The applicant must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. **Applicants must complete the background check requirements set forth in 282—13.1**

e. National criminal history background check. The applicant must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—22.10(272) Activities administration authorization

22.10(1) Application process. Any person interested in the activities administration authorization shall submit an application and records of credit to the board of educational examiners for an evaluation of the required courses or contact hours. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov>.

e. Iowa division of criminal investigation b Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. **Applicants must complete the background check requirements set forth in 282—13.1**

d. National criminal history background check. Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

282—23.1 (272,321) Requirements. Applicants for the behind-the-wheel driving instructor authorization shall meet the following requirements:

23.1(1) Qualifications. To qualify for the behind-the-wheel driving instructor authorization, the applicant must:

d. **Applicants must complete the background check requirements set forth in 282—13.1.**

282—24.1(272) Paraeducator certificates. Iowa paraeducator certificates are issued upon application filed on a form provided by the board of educational examiners. **Applicants must complete the background check requirements set forth in 282—13.1.**

282—27.2 (272) Requirements for a professional service license.

27.2(1) *Initial professional service license.* An initial professional service license valid for two years may be issued to an applicant for licensure to serve as a school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support), director of special education of an area education agency, or school counselor who:

e. Completes the background check requirements set forth in 282—13.1.

DTM/jt

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)"b."

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(17), the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," Chapter 15, "Special Education Support Personnel Authorizations," Chapter 16, "Statements of Professional Recognition (SPR)," Chapter 18, "Issuance of Administrator Licenses and Endorsements," Chapter 20, "Renewals," Chapter 22, "Authorizations," Chapter 23, "Behind-the-Wheel Driving Instructor Authorization," Chapter 24, "Paraeducator Certificates," and Chapter 27, "Issuance of Professional Service Licenses," Iowa Administrative Code.

The proposed amendments update administrative rules to reflect changes to Iowa Code section 272.2(17), which was amended by 2015 Iowa Acts, Senate File 131, regarding the review of information in the Iowa court information system during background checks. The amendments also streamline several rules by creating a single reference for all background check procedures.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, September 25, 2015. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 23, 2015, at 1 p.m. in Room B50, Basement, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(17) as amended by 2015 Iowa Acts, Senate File 131.

The following amendments are proposed.

ITEM 1. Amend rule 282—13.1(272) as follows:

282—13.1(272) All applicants desiring Iowa licensure.

13.1(1) Licenses, authorizations, certificates, and statements of professional recognition. Licenses, authorizations, certificates, and statements of professional recognition are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

13.1(1) a. National criminal history background check. An initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

13.1(2) b. *Iowa division of criminal investigation background check.* An Iowa division of criminal investigation (DCI) background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

c. *Registries and records check.* A check of the following registries and records will be conducted on initial applicants: the sex offender registry under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the central registry for dependent adult abuse information maintained under Iowa Code chapter 235B, and the information in the Iowa court information system available to the general public. The fee for checks of these registries and records will be assessed to the applicant.

13.1(3) 13.1(2) Temporary permits. The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

ITEM 2. Adopt the following new subparagraph **15.7(6)“b”(6)**:

(6) Have completed the background check requirements set forth in rule 282—13.1(272).

ITEM 3. Amend rule 282—16.1(272) as follows:

282—16.1(272) Statement of professional recognition (SPR).

16.1(1) The following are authorizations requiring or permitting statements of professional recognition and licenses obtained from the professional licensure division, department of public health, or the board of nursing:

1. a. School audiologist.
2. b. School nurse.
3. c. School occupational therapist.
4. d. School physical therapist.
5. e. School social worker.
6. f. Special education nurse.
7. g. Speech-language pathologist.

16.1(2) Application. Statements of professional recognition are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282—13.1(272).

ITEM 4. Amend rule 282—18.1(272) as follows:

282—18.1(272) All applicants desiring an Iowa administrator license.

18.1(1) Administrator licenses. Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of ~~the following:~~

~~**18.1(1) National criminal history background check.** An initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant. the background check requirements set forth in rule 282—13.1(272).~~

~~**18.1(2) Iowa division of criminal investigation background check.** An Iowa division of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.~~

18.1(3) 18.1(2) Temporary permits. The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II

examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

ITEM 5. Amend subrule 20.3(3) as follows:

20.3(3) Background check. Every renewal applicant for renewal or conversion is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, and the central registry for dependent adult abuse records information maintained under Iowa Code chapter 235B, and the Iowa court information system. The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

ITEM 6. Amend subrule 22.1(2) as follows:

22.1(2) Requirements. Applicants for the coaching authorization shall have completed the following requirements:

a. and b. No change.

c. ~~Iowa division of criminal investigation background~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in rule 282—13.1(272).

d. ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

ITEM 7. Amend paragraph 22.2(1)"a" as follows:

a. **Requirements.** Applicants for the substitute authorization shall meet the following requirements:

(1) to (3) No change.

(4) ~~Iowa division of criminal investigation background~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in rule 282—13.1(272).

(5) ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

ITEM 8. Amend subrule 22.3(4) as follows:

22.3(4) Specific requirements for an initial school business official authorization. Applicants for an initial school business official authorization shall have completed the following requirements:

a. and b. No change.

c. ~~Iowa division of criminal investigation background~~ Background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in rule 282—13.1(272).

d. ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

ITEM 9. Amend paragraph 22.5(3)"b" as follows:

b. ~~Iowa division of criminal investigation background~~ Background check. The applicant must have successfully completed an Iowa division of criminal investigation background check. The

~~background check fee will be assessed to the applicant. The applicant must complete the background check requirements set forth in rule 282—13.1(272).~~

ITEM 10. Rescind paragraph 22.5(3)“c.”

ITEM 11. Reletter paragraphs 22.5(3)“d” to “g” as 22.5(3)“c” to “f.”

ITEM 12. Amend subrule 22.5(6) as follows:

22.5(6) Conversion. The preliminary native language teaching authorization may be converted to a native language teaching authorization. The applicant must provide official transcripts verifying the completion of the coursework required in 22.5(3)“e.” “d.”

ITEM 13. Amend subrules 22.7(3) and 22.7(4) as follows:

22.7(3) Application process. Any person interested in the school administration manager authorization shall submit to the board of educational examiners an application which includes a written verification of employment from a school district administrator. Application materials are available from the office of the board of educational examiners; online at <http://www.boee.iowa.gov/>.

~~A person serving as a school administration manager prior to July 1, 2014, is eligible for the standard school administration manager authorization, subject to the Iowa division of criminal investigation and national criminal history background checks. The person will be assessed the background check fee. The school administration manager must have completed the school administration manager training and be listed on the Basic Educational Data Survey as a school administration manager by October 31, 2013. The application fee for such persons will be waived if the application is received prior to June 30, 2014.~~

22.7(4) Specific requirements for an initial school administration manager authorization. Applicants for an initial school administration manager authorization shall have completed the following requirements:

a. and b. No change.

c. ~~Iowa division of criminal investigation background Background check.~~ Applicants must have successfully completed an Iowa division of criminal investigation background check. ~~The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in rule 282—13.1(272).~~

d. ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. ~~The background check fee will be assessed to the applicant.~~

ITEM 14. Amend paragraph 22.8(3)“b” as follows:

b. ~~Iowa division of criminal investigation background Background check.~~ The applicant must have successfully completed an Iowa division of criminal investigation background check. ~~The background check fee will be assessed to the applicant. The applicant must complete the background check requirements set forth in rule 282—13.1(272).~~

ITEM 15. Rescind paragraph 22.8(3)“c.”

ITEM 16. Reletter paragraphs 22.8(3)“d” to “f” as 22.8(3)“c” to “e.”

ITEM 17. Amend subrule 22.10(1) as follows:

22.10(1) Application process. Any person interested in the activities administration authorization shall submit an application and records of credit to the board of educational examiners for an evaluation of the required courses or contact hours. Application materials are available from the office of the board of educational examiners online at http://www.boee.iowa.gov.

a. and b. No change.

c. ~~Iowa division of criminal investigation background Background check.~~ Applicants must have successfully completed an Iowa division of criminal investigation background check. ~~The background check fee will be assessed to the applicant. Applicants must complete the background check requirements set forth in rule 282—13.1(272).~~

d. ~~National criminal history background check.~~ Applicants must have successfully completed a national criminal history background check. ~~The background check fee will be assessed to the applicant.~~

ITEM 18. Adopt the following new paragraph **23.1(1)“d”**:

d. Complete the background check requirements set forth in rule 282—13.1(272).

ITEM 19. Amend rule 282—24.1(272) as follows:

282—24.1(272) Paraeducator certificates. Iowa paraeducator certificates are issued upon application filed on a form provided by the board of educational examiners. Applicants must complete the background check requirements set forth in rule 282—13.1(272).

ITEM 20. Adopt the following new paragraph **27.2(1)“e”**:

e. Completes the background check requirements set forth in rule 282—13.1(272).

Administrative
Rules
Review
Committee

INTEROFFICE MEMORANDUM

TO: Darcy Lane
Board of Educational Examiners

FROM: Jack Ewing, Legal Counsel - Administrative Rules Review Committee

SUBJECT: Session delay: K-12 special education endorsement; specializations, ARC 1884C

DATE: 03/10/2015

At its March 6, 2015 meeting, the Administrative Rules Review Committee voted to delay the effective date of **ARC 1884C** until the adjournment of the **2016** legislative session. ARC 1884C establishes a new optional K-12 special education endorsement and new optional special education specializations. Existing endorsements and specializations are unaffected.

Committee members questioned whether adoption of a new, broad special education endorsement, even if optional, is appropriate, whether the holder of such an endorsement would be adequately trained to provide special education instruction, and whether students requiring special education instruction would be best served under these standards.

This filing will go into effect upon the adjournment of the **2016** session of the General Assembly if the General Assembly does not take action relating to this filing.

Please contact me at 281-6048 if you would like to discuss this issue further.

ARRC agenda reference:

EDUCATIONAL EXAMINERS BOARD[282]

EDUCATION DEPARTMENT[281]"umbrella"

K-12 special education endorsement; specializations, 14.2 Filed [ARC 1884C](#) 2/18/15

1493

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby amends Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the existing special education endorsements. Based on recommendations from this committee, the Board set forth proposed amendments in a Notice of Intended Action published in the Iowa Administrative Bulletin on September 3, 2014, as **ARC 1602C**.

Under the proposed amendments, the K-12 Special Education endorsement would have replaced the current instructional strategist I and II endorsements. The newly created K-12 Special Education endorsement increases specific preparation requirements of special education teachers (both in general education and special education preparation), addresses the noncategorical delivery models of special education, and includes coverage of Iowa’s specific special education issues and practices.

A public hearing was held on September 24, 2014, with written comment accepted until September 26, 2014. Written comments received after September 26, 2014, were provided to the Board.

The Board received approximately 250 written comments on the proposed amendments. At the public hearing on September 24, 2014, 52 people signed in and 15 spoke in opposition to the proposed amendments. The primary themes of the public input were: (1) opposition to eliminating current endorsements and requiring currently licensed teachers to take necessary coursework to obtain the proposed K-12 endorsement, and (2) the breadth of the proposed K-12 endorsement.

Based on this input and in response to the expressed concern about the proposed amendments not allowing for the grandfathering-in of those currently licensed individuals who hold other special education endorsements, the Board has elected to make the K-12 Special Education endorsement an option but not a requirement. With the amendment adopted herein, no action is taken on the currently available endorsements (that is, the Board did not adopt the amendments proposed in Item 1 of the Notice). The amendment adopted by the Board adds a new endorsement, K-12 Special Education, and an option for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement. Based on public comment, the Board has added new paragraph 14.2(11)“f” to create an optional specialization in learning disabilities.

There is an agencywide waiver provision available in 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on January 15, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

This amendment will become effective March 25, 2015.

The following amendment is adopted.

Adopt the following **new** subrules 14.2(10) and 14.2(11):

14.2(10) K-12 special education. This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed coursework to meet the following program requirements.

a. Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, individualized education plans, history of special education, inclusive practices, and Iowa service delivery models.

b. Assessment, diagnosis and evaluation. To include diagnostic, formative, and summative assessments (both general and alternate), adaptive behavior skills, data usage in program decision making, and interpretation of standardized assessment.

c. Methods for teaching general education core curriculum. To include one course each in methods for elementary math and literacy.

d. Academic methods and strategies. To include evidence-based models for providing instructional methodologies, adaptation, accommodation and intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). The methodology for remediation of literacy and math skills must be included.

e. Preparation in research-based assessment and intervention practices. To include applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, rational emotive education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, and self-determination; decision-making skills; and independent functioning at school and home and in the community.

f. Collaborative and transition partnerships. To include awareness of the services, networks, and organizations available including transitional support K-12; preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators; strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom; and special emphasis on transitions of students to postsecondary environments.

g. Assistive/instructional technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

h. Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) *Special education specializations.* Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. The following specializations are not endorsements and are not required for specific assignments, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by the completion of an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

a. Intellectual disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with intellectual disabilities.

b. Autism spectrum disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with autism spectrum disorders.

c. Behavioral/emotional disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

d. Multiple disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with multiple disabilities.

e. Physical disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with physical disabilities.

f. Learning disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional

methodology, assessment, and transition of K-12 students with learning disabilities.

[Filed 1/27/15, effective 3/25/15]

[Published 2/18/15]

DISCUSSION MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 24 – Paraeducator area of concentration

A committee of Paraeducator Preparation Program staff members, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the Early Childhood Paraeducator area of concentration. If the proposal is adopted, it would replace the current Early Childhood Paraeducator area of concentration.

24.4(1)

Early childhood—prekindergarten through grade 3. The paraeducator shall successfully complete the following list of competencies ~~so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:~~

~~a. Reinforce skills, strategies, and activities involving individuals or small groups.~~

~~b. Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.~~

~~c. Listen to and communicate with parents in order to gather information for the service delivery team.~~

~~d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.~~

~~e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.~~

~~f. Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.~~

~~g. Communicate and work effectively with parents and other primary caregivers.~~

a. Foundations: Under the supervision of a licensed education professional the paraeducator will:

1. Know and understand young children's typical and atypical developmental stages, and needs at each stage.
2. Recognize multiple influences on young children's development and learning.
3. Recognize developmentally appropriate practices for interactions and education of young children.

b. Learning environment: Under the supervision of a licensed education professional the paraeducator will:

1. Describe the elements of environments that support children's learning and well-being.
2. Demonstrate skills, strategies, and activities involving individuals or small groups to reinforce instruction from a licensed teacher.
3. Set up environments that are safe, inclusive, and responsive to children's developmental strengths, interests and needs.

c. Content and instruction: Under the supervision of a licensed education professional the paraeducator will:

1. Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child-student in a developmentally appropriate way.
2. Know and understand the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.
3. Gather information as instructed by the classroom teacher about individual children's development, learning and behaviors including observing, recording, and charting.

d. Emotional and behavioral: Under the supervision of a licensed education professional the paraeducator will:

1. Gather information as instructed by the classroom teacher to identify children's skills to provide appropriate levels of support needed for them to access, participate and engage in activities.
2. Implement teacher designed intervention plans to promote positive social relationships, interactions and behaviors that are age and developmentally appropriate.

e. Professional Relationships: Under the supervision of a licensed education professional the paraeducator will:

1. Demonstrate the ability to collaborate with educational team to systematically and regularly exchange information to support problem solving, planning, and implementing instruction and individualized interventions.
2. Demonstrate the ability to establish relationships with children and their families that are respectful, supportive and sensitive to all families.
3. Demonstrate a collaborative relationship with the teacher to support children's learning.

4. Demonstrate knowledge of community services and agencies available to assist families.

f. Ethical and Professional practice: Under the supervision of a licensed education professional the paraeducator will:

1. Demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented which may be Iowa's quality Preschool Program Standards, Head Start Program Performance Standards and NAEYC Program Standards and Accreditation Criteria.

DISCUSSION MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22

The first proposed change will also allow us to issue the substitute authorization on the paraeducator certificate, which will clarify the limitations of a paraeducator who applies for a substitute authorization and remove the requirement for a separate renewal. The second proposed change lengthens the substitute authorization to five years to mirror our other license types.

282—22.2 (272) Substitute authorization. A substitute authorization allows an individual to substitute in grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom.

A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. **For these individuals, the authorization will appear on the paraeducator certificate and will not require separate renewal requirements.**

22.2(1) Application process. Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

a. Requirements. Applicants for the substitute authorization shall meet the following requirements:

b. Validity. The substitute authorization shall be valid for ~~three~~ **five** years.

DTM/jt

DISCUSSION MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.26

An endorsement revision workgroup comprised of early childhood educators, DE and BoEE consultants, and higher education faculty from two regents' institutions and two private institutions has been working for approximately 18 months on revising the coursework requirements for early childhood education to reflect national standards and the changing needs of Iowa children. The length of time dedicated to this process reflects the group's desire to wait for national standards revisions before moving forward. The following draft document outlines the following recommended revisions to the early childhood endorsement:

- Update the requirements for endorsement 100 (Birth-Grade 3 Inclusive) to reflect national standards for both regular education and special education students in early childhood inclusive settings
- Update the requirements for endorsement 103 (PK-K) to reflect national standards in early childhood education at a minimum of 18 semester hours
- Require that candidates for endorsement 103 must also have the 102 K-6 elementary classroom teacher endorsement (103 cannot be offered stand-alone)
- Eliminate endorsement 106 (which becomes redundant with the preceding recommendation). IHE programs that still offer 106 can instead offer the updated 103 endorsement with 102, or offer endorsement 100.

282—13.26 (272) Requirements for elementary endorsements.

13.26(1) Teacher—prekindergarten-kindergarten.

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. **Applicants for this endorsement must also hold the teacher – elementary classroom endorsement set forth in 13.26(5).**

b. Content. **Coursework must total a minimum of 18 semester hours and include the following:**

~~(1) Human growth and development: infancy and early childhood, unless completed as part of the~~

~~professional education core.~~

~~(2) Curriculum development and methodology for young children.~~

~~(3) Child family school community relationships (community agencies).~~

~~(4) Guidance of young children three to six years of age.~~

~~(5) Organization of prekindergarten-kindergarten programs.~~

~~(6) Child and family nutrition.~~

~~(7) Language development and learning.~~

(8) Kindergarten: programs and curriculum development.

(1) Child development and learning to include young children's characteristics and needs with an emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, the multiple interacting influences on early development, and the creation of environments that are healthy, respectful, supportive, and challenging for each and every child.

(2) Building family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

(3) Assessment in early childhood to include child observation, documentation, and data collection, the development of appropriate goals, the benefits and uses of assessment for curriculum and instructional strategies, the use of technology when appropriate for assessment and adaptations, and building assessment partnerships with families to positively influence the development of every and every child.

(4) Developmentally effective approaches to include understanding how positive relationships and supportive interactions are the foundation of working with young children and families, knowing and understanding a wide array of developmentally appropriate approaches including play and creativity, instructional strategies, and tools to connect with children and families, and reflecting on one's own practice to promote positive outcomes for each child.

(5) Content knowledge to build meaningful curriculum through the use of academic disciplines including language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health for designing, implementing, and evaluating inquiry-based experiences that promote positive development and learning for each and every young child.

(6) Collaboration and professionalism to include involvement in the early childhood field, knowledge about ethical and early childhood professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession.

(7) Field experiences and opportunities to observe and practice in a variety of early childhood settings which must minimally include 40 hours a variety of preschool settings such as urban, rural, socioeconomic status, culturally diversity, program types, and program sponsorship.

(8) Historical, philosophical, and social foundations of early childhood education.

13.26(2) Teacher—prekindergarten through grade three *inclusive*.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.

b. Content.

- (1) ~~Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core.~~
- (2) ~~Historical, philosophical, and social foundations of early childhood education.~~
- (3) ~~Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.~~
- (4) ~~Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.~~
- (5) ~~Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.~~
- (6) ~~Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.~~
- (7) ~~Home school community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.~~
- (8) ~~Family systems, cultural diversity, and factors which place families at risk.~~
- (9) ~~Child and family health and nutrition.~~
- (10) ~~Advocacy, legislation, and public policy as they affect children and families.~~
- (11) ~~Administration of child care programs to include staff and program development and supervision and evaluation of support staff.~~
- (12) ~~Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.~~
- (13) ~~Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.~~

1. Promoting child development and learning and individual learning differences.

- a. Understand the nature of child growth and development for infants and toddlers (birth through age 2), pre-primary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior, and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children, and specific implications for development and learning.
- b. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages including pre-, peri, and post-natal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.
- c. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each and every child to meet their optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.
- d. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.
- e. Engage in intentional practices and implement learning experiences that value diversity and demonstrates understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each and every child.

2. Building Family and Community Relationships

- a. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.
- b. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.

c. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and/or observed strengths and needs of the family including two-way communication, and to support families' choices and priorities in the development of goals and intervention.

d. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each and every child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.

3. Observing, Documenting, and Assessing to Support Young Children and Families

a. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.

b. Design curriculum, assessments, teaching, and intervention strategies that align with learner and program goals including the development of Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the family in the assessment process and support the choice they make (observer, participant, etc.). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

c. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.

d. Understand and utilize responsible assessments to promote positive outcomes for each and every child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

e. Implement current educational, legal, and ethical guidelines when using assessment practices to support children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).

4. Using Developmentally and Individually Effective Approaches to Connect with Children and Families

a. Understand positive relationships and supportive interactions as the foundation of their work with young children. Reflect on their own practice to promote positive outcomes for each and every child and family.

- b. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and/or agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each and every child.
- c. Plan, develop, implement, and evaluate integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education including appropriate uses of technology. Facilitate child-initiated development and learning.
- d. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Use teacher-scaffolded and initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.
- e. Implement basic health, nutrition, and safety management procedures including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.
- f. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services.
- g. Ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.

5. Using Content Knowledge to Build Meaningful Curriculum

- a. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills, and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

- b. Use the Iowa Early Learning Standards and the Iowa Core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each and every child including those with IFSPs/IEPs.
- c. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).
- d. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

6. Professional Responsibilities

- a. Demonstrate awareness of early childhood program criteria including the following: NAEYC, Iowa Early Learning Standards, Head Start Performance Standards, and IQPPS.
- b. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluation and recommended practices.
- c. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.
- d. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content, outcomes, and to inform and improve practices for young children and their families.
- e. Adhere to state and national professional and ethical principles, practices, and codes.
- f. Advocate for developmentally and individually appropriate practice, demonstrates awareness of issues that affect the lives of each and every child, and demonstrates necessary communication skills.
- g. Understand historical, philosophical foundational knowledge. Current issues, and legal basis of services influence professional practice in early childhood, early intervention, early childhood special education, general and regular education at the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.
- h. Provide guidance and direction to paraeducators, tutors, and volunteers.

7. Early Childhood Field Experiences

- a. Pre-student teaching field experiences must comprise a minimum of 100 clock hours to include at least 20 hours working with each age group (infants and toddlers, preprimary, and primary).
- b. Experiences working in at least three settings that offer early childhood education such as child care centers and family child care homes, school-based preschool, community agencies, or home visiting programs.
- c. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors such as urban and rural, socio-economic status, and cultural and linguistic diversity.
- d. Complete a supervised student teaching experience of a total of at least 14 weeks in at least two different settings including state-accredited centers or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

References

All competencies provided by these resources were included:

Early Childhood Iowa. (2009). *Early Childhood Iowa Teacher Essential Competencies – Level Two*. Retrieved from http://www.state.ia.us/earlychildhood/state_system/ECI_comp_wrkgtps/pro_dev/group_products_resources.html Please note this set also includes the NAEYC Standards

NAEYC. (2010). *Standards for Initial and Advanced Personnel Preparation Programs*. https://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf

Some, not all, competencies were included from these national and state resources:

Alliance for A Better Community. (2012). *Dual language learner teacher competencies report*. Retrieved from <http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>

CEC. (2012). *CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set*. Retrieved from <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

Early Childhood Iowa. (2014). *Family Support Direct Worker Competencies*. Retrieved from http://www.state.ia.us/earlychildhood/files/state_system/professional_development/I-27-14_DirectWorkerCompetencies.pdf

Other key documents included:

Early Childhood Iowa. (ND). *Early Childhood Cultural Competencies*. Retrieved from http://www.state.ia.us/earlychildhood/files/state_system/governance_planning/IowaECI_CulturalCompetenciesFinal.pdf

Multiple surveys to Iowa school districts regarding hiring and placements.

DISCUSSION MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Ethics Training as a requirement for standard licensure

One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of revised changes will allow educators to complete current and relevant training as a condition of transitioning from an initial to a standard license or authorization. Authorizations not listed below already include ethics training as a requirement. Chapter 272.2 also states that the board shall provide this training to any person who holds a license, certificate, authorization, or statement of professional recognition.

The board will need to discuss an implementation date and possibly the need for specific language regarding the requirements for an approved program.

282—13.7(272) Specific requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(1), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting; and
3. Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

22.7(5) Specific requirements for a standard school administration manager authorization.

The initial school administration manager authorization shall be converted to the standard school administration manager authorization provided the following requirements are met.

a. Training.

(1) A school administration manager shall attend an approved training program at the onset of the individual's hire as a school administration manager. The training for school administration managers is set forth in 281—subrule 82.7(2), and

(2). Complete a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial school

administration manager authorization and be no more than three years old at the time of application.

27.2(2) Standard professional service license. A standard professional service license valid for five years may be issued to an applicant who:

a. Completes requirements listed under 27.2(1) “*a*” to “*d*.”

b. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa standards as determined by a comprehensive evaluation and two years’ successful service experience in an Iowa public school. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years’ successful service area experience in an Iowa nonpublic school or three years’ successful service area experience in an out-of-state K-12 educational setting.

c. Meets the recency requirement of 282—subparagraph 13.5(2) “*b*”(4).

d. Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

DTM/JT

Date: November 6, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver or variance. In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Jane Fisher

License: Folder # 1024625

Fisher applied for a substitute authorization on October 2, 2015. The application was denied.

Reason for Waiver: The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Fisher received a bachelor's degree from Central Christian College of the Bible, which is not regionally accredited.

Rule Citation:

282—22.2 (272) Substitute authorization.

...

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. **Hold a baccalaureate degree from a regionally accredited institution.**

Rationale: Fisher states she has seven years of experience working with youth and has completed substitute teacher training in Utah.

Staff recommendation: Grant the waiver

Rationale: The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is accredited by a religious accrediting agency. Fisher's undergraduate institution is accredited by the Association for Biblical Higher Education.

Hardship: If she is unable to receive the substitute authorization, Fisher will be unable to take advantage of employment opportunities as a substitute.

Prejudice to Others: The Board has granted waivers in similar cases, including:

- 10-28: waiver for substitute authorization granted; petitioner attended Nebraska Christian College, accredited by Association of Biblical Higher Education.
- 11-01: waiver for substitute authorization granted; petitioner attended Zion Bible College, accredited by Association of Biblical Higher Education.
- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.

- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

Safety and welfare of others: The substitute authorization provides limited authority in that the holder can only serve in short-term assignments. The Board must decide whether Fisher's educational background would be as effective as a bachelor's degree from a regionally accredited institution in ensuring the public safety, health, and welfare.

Date: November 6, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver or variance. In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Jason Pratt

License: Folder #816115

Pratt applied for an Activities Administration Authorization and was denied on or about August 12, 2015.

Reason for Waiver: The newly-created Activities Administration Authorization requires a bachelor's degree in athletic administration or a related field. Pratt asks the board to waive this requirement. He has a master's degree in Industrial/Organization Psychology. He also has ten years of experience working in the Bishop Heelan activities office and has been a golf pro and collegiate coach.

Rule Citation:

282—22.10(272) Activities administration authorization.

...

(1) Degree. A baccalaureate degree or higher in **athletic administration or related field** from a regionally accredited institution is required.

Staff recommendation: Grant the waiver

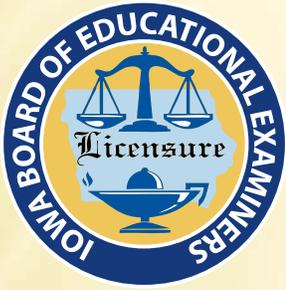
Rationale: The staff recommends granting the waiver based on the fact that Pratt has essentially been serving in the capacity of an activities director for Bishop Heelan for approximately ten years. This was due to unclear guidance to the field on certification requirements for activities directors.

Hardship: Pratt cites the additional time and expense of earning the required degree as an undue hardship.

Prejudice to Others: Pratt states in his petition that he believes granting the waiver would not cause prejudice to the rights of others. The staff is inclined to agree. The Department of Education and Board of Educational Examiners have now provided clear guidance to the field on the certification requirements for activities directors, which should prevent similar issues in the future.

Safety and welfare of others: The Board must decide whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare. In this context, that determination requires consideration of whether the petitioner's educational background makes him at least as qualified for an activities administrator position as a person with the degree called for in the rule.

2015 Annual Report
Iowa Licensure Renewal Programs
Executive Summary



November 3, 2015

MEMBERS OF THE BOARD

State of Iowa
Iowa Board of Educational Examiners
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Members of the Board

Richard E. Wortmann, Chair, Ottumwa CSD, Teacher

Brenda Garcia, Vice Chair, Muscatine, Public Member

Sara Arnold, Cedar Rapids CSD, PACT Resource Specialist

Kathy Behrens, Carroll Kuemper Catholic Schools, Teacher

Dr. Linda Carroll, Iowa Department of Education, Bureau Chief

Dan Dutcher, Waukee, Public Member

Dr. Larry D. Hill, Thompson, Administrator

Mary K. Overholtzer, Winterset CSD, Teacher

Dr. Andy R. Pattee, Cedar Falls CSD, Superintendent

Dr. Jay B. Prescott, Des Moines, V.P. for Student Affairs, Grand View University

Erin Schoening, Council Bluffs CSD, Reading Interventionist and IB Program Coordinator

Dr. Anne M. Sullivan, Des Moines CSD, Administrator

Administration

Duane T. Magee - Executive Director

It is the policy of the Iowa Board of Educational Examiners not to discriminate on the basis of race, color, gender identity, national origin, sex, disability, religion, creed, age, sexual orientation, political party affiliation, or potential parental, family or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, 400 E. 14th St., Des Moines, Iowa 50319-0147. Telephone: 515.281.5849

BACKGROUND

There are 16 Licensure Renewal Programs that have been approved under administrative rule 282-20.13. These programs consist of:

- 9 AEA's
- 1 Consortium of AEA's
 - Iowa Professional Development Online
- 3 School Districts
 - Cedar Rapids
 - Waterloo
 - West Des Moines
- 1 Consortium of school districts
 - NWISI
- 2 Professional Organizations
 - Iowa State Education Association
 - School Administrators of Iowa

We have been contacted by many different private businesses desiring to become Licensure Renewal Programs. Since they do not fit the model outlined in our rules, their inquiries have not gone further.

ANNUAL REPORTS

The reports which cover October 1, 2014 through September 30, 2015 were received from all Licensure Renewal Programs.

COURSE OFFERINGS

Each of the programs exceeded the minimum of 10 courses required. The 16 programs included in this summary presented 1805 open courses and 740 which were provided directly to school districts.

A full audit of all course titles was conducted. One syllabus was requested for “Stress Management for Educators.” We had requested last year that one of the AEA's stop offering this course. A thorough review of the syllabus will be done to ensure it meets the requirements for licensure renewal credit. Our rules state that all courses must meet one of the following criteria:

1. The courses address specific student, teacher and school needs evidenced in local school improvement plans.
2. The courses assist teachers in improving student learning.
3. The courses assist teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information.

LICENSURE RENEWAL ADVISORY COMMITTEE MEETINGS

As required, 16 of the programs have a licensure renewal advisory committee. These committees had met an average of two meetings per program.

Full reports from each of these agencies will be available in the back of the room during the November board meeting.

APPROVAL MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Videotaping Hearings

The board has asked me to investigate the possibility of videotaping BoEE Code of Professional Conduct and Ethics hearings held before administrative law judges. I will present the board with the information I have received from Assistant Attorney General, Renner Walker, and Sam Langholtz, the Administrator of the Iowa Department of Inspections and Appeals Administrative Hearings Division.

APPROVAL MEMO

Date: November 6, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Communicating Board Decisions in BoEE Newsletters

I have been asked by the BoEE Executive Committee to develop a plan to include board decisions in BoEE newsletters. Currently, board disciplinary actions may be found on the BoEE web site (<https://www.iowaonline.state.ia.us/ppd/>) and are searchable by licensee name, case year, allegation type, and sanction type. Waivers may also be searched by applicant name, waiver request year, requested rule waived, and waiver request result on the same web site page as disciplinary actions.

I am recommending that the BoEE attorney summarize each disciplinary case that has been decided since the most recent BoEE newsletter was distributed. Each case summary will include a link to the final board order on the BoEE web site. The same process will be used for BoEE waivers. The staff requests guidance from the board as to whether names should be used in the newsletter or if case and waiver numbers should be used instead.

Iowa - Educators use of illegal drugs or alcohol on school grounds

- Question Summaries
- Data Trends
- Individual Responses

Share [Tweet](#) [G+ Share](#) [Share](#)

Q1

Please provide your contact information

Answered: 9 Skipped: 0

Answer Choices	Responses	Percentage	Count
Name	Responses	100.00%	9
Company	Responses	100.00%	9
Address	Responses	0.00%	0
Address 2	Responses	0.00%	0
City/Town	Responses	0.00%	0
State/Province	Responses	100.00%	9
ZIP/Postal Code	Responses	0.00%	0
Country	Responses	0.00%	0
Email Address	Responses	100.00%	9
Phone Number	Responses	100.00%	9

9 responses

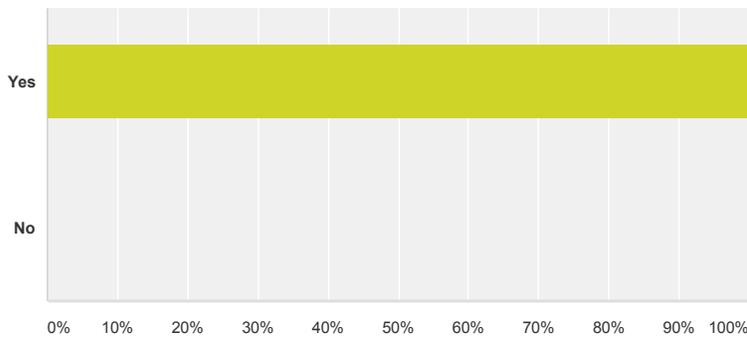
9/15/2015 - 10/2/2015

4 views

Q2

Is an educator being under the influence of alcohol on school grounds a reportable ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



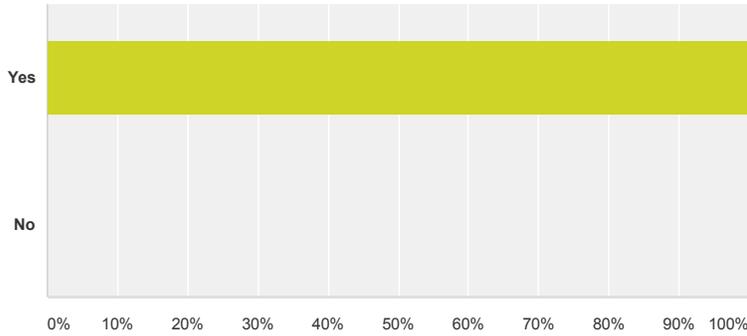
Answer Choices	Responses	Percentage	Count
Yes	Responses	100.00%	9
No	Responses	0.00%	0
Total			9

[Comments \(4\)](#)

Q3

Is an educator being under the influence of illegal drugs on school grounds a reportable ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



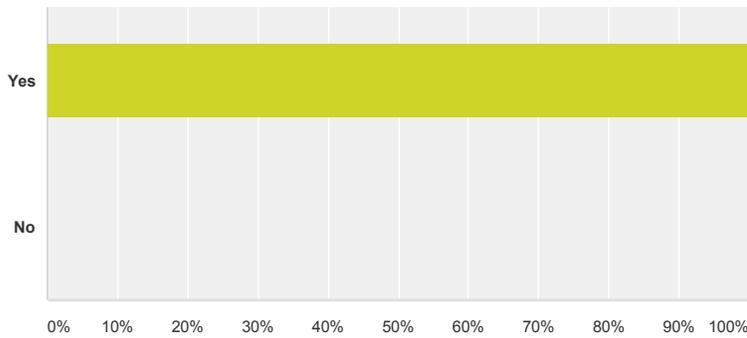
Answer Choices	Responses
Yes	100.00% 9
No	0.00% 0
Total	9

[Comments \(4\)](#)

Q4

Is an educator being under the influence of alcohol at school events a reportable ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



Answer Choices	Responses
Yes	100.00% 9
No	0.00% 0
Total	9

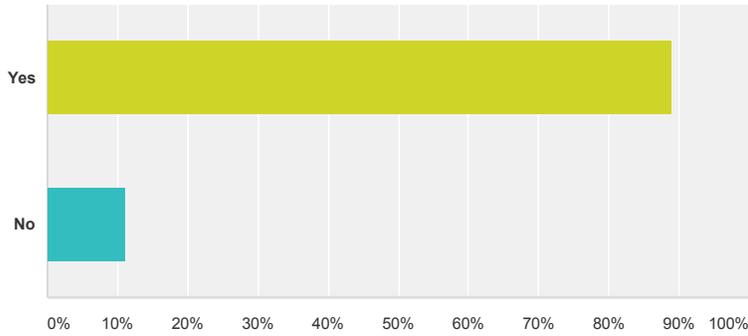
[Comments \(4\)](#)

Q5

Is an educator being under the influence of

illegal drugs at school events a reportable ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



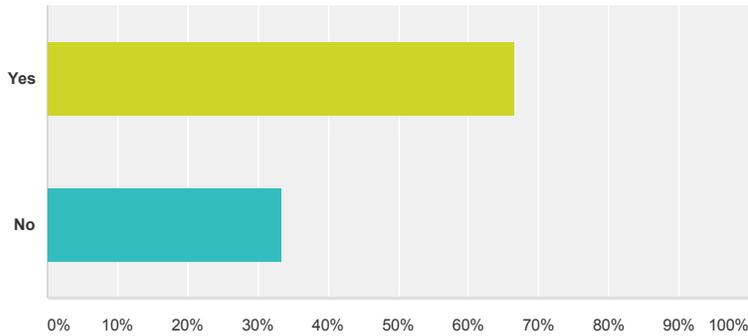
Answer Choices	Responses
Yes	88.89% 8
No	11.11% 1
Total	9

[Comments \(4\)](#)

Q6

Does an educator being under the influence of alcohol on school grounds trigger a mandatory ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



Answer Choices	Responses
Yes	66.67% 6
No	33.33% 3
Total	9

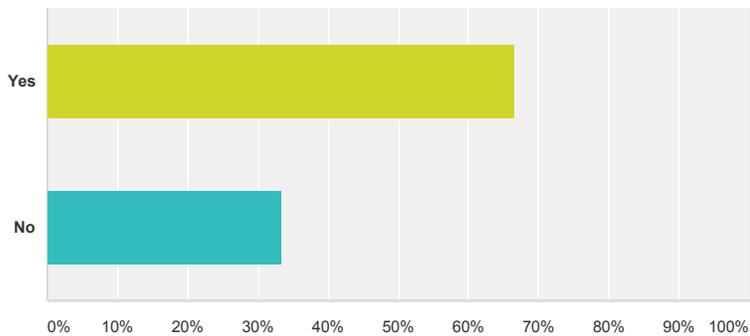
[Comments \(4\)](#)

Q7

Does an educator being under the influence of illegal drugs on school grounds trigger a mandatory ethics complaint in your

jurisdiction?

Answered: 9 Skipped: 0



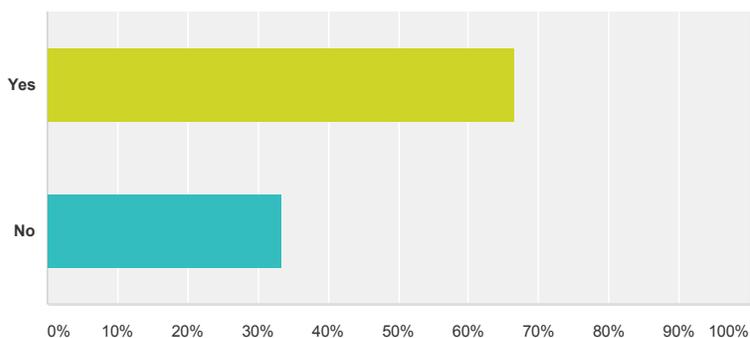
Answer Choices	Responses
Yes	66.67% 6
No	33.33% 3
Total	9

[Comments \(4\)](#)

Q8

Does an educator being under the influence of alcohol at school events trigger a mandatory ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



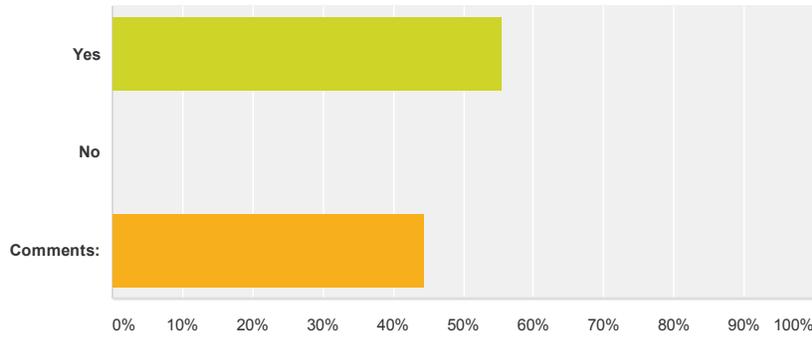
Answer Choices	Responses
Yes	66.67% 6
No	33.33% 3
Total	9

[Comments \(4\)](#)

Q9

Does an educator being under the influence of illegal drugs at school events trigger a mandatory ethics complaint in your jurisdiction?

Answered: 9 Skipped: 0



Answer Choices	Responses
Yes	55.56% 5
No	0.00% 0
Comments:	Responses 44.44% 4
Total	9

Q10

Please provide a link to your jurisdiction's state law or code (if applicable) regarding educators being under the influence of illegal drugs or alcohol on school grounds or at school events.

Answered: 8 Skipped: 1

- <http://www.scstatehouse.gov/code/title59.php>
10/2/2015 1:25 PM

- <http://www.sde.idaho.gov/site/psc/ethics.htm>
9/29/2015 2:43 PM

- www.gapsc.com-click on Code of Ethics
9/21/2015 11:55 AM

- No statute to this specific violation
9/18/2015 1:23 PM

- <http://codes.ohio.gov/orc/3319.31> <http://codes.ohio.gov/oac/3301-73-21>
<http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>
9/18/2015 12:28 PM

- http://glwebstorage.com/Public_Laws_32nd/Public%20Law%2032-236%20-%20Bill%20No%20420-32.pdf
9/17/2015 6:09 PM

- California Code of Regulations Title 5 section 80303 CA Ed Code sections 44030.5, 44420, and 44940

Q11

Please provide a link to your jurisdiction's rules, regulations or administrative code (if applicable) regarding educators being under the influence of illegal drugs or alcohol on school grounds or at school events.

Answered: 9 Skipped: 0

<https://ed.sc.gov/scdoe/assets/file/agency/ee/Educator-Services/Licensure/documents/standardsofconduct.pdf>
10/2/2015 1:25 PM

<http://www.sde.idaho.gov/site/psc/ethics.htm>
9/29/2015 2:43 PM

www.gapsc.com-click on code of Ethics
9/21/2015 11:55 AM

<http://www.rules.utah.gov/publicat/code/r277/r277-515.htm> See specifically R277-515-3C(9)
9/18/2015 1:23 PM

<http://codes.ohio.gov/orc/3319.31> <http://codes.ohio.gov/oac/3301-73-21>
<http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>
9/18/2015 12:28 PM

http://glwebstorage.com/Public_Laws_32nd/Public%20Law%2032-236%20-%20Bill%20No%20420-32.pdf
9/17/2015 6:09 PM

Q12

Please provide links to your jurisdiction's laws, rules, regulations or administrative code (if applicable) regarding the mandatory reporting of ethics complaints and/or code of conduct complaints.

Answered: 8 Skipped: 1

<https://ed.sc.gov/scdoe/assets/file/agency/ee/Educator-Services/Licensure/documents/standardsofconduct.pdf>
10/2/2015 1:25 PM

<http://www.sde.idaho.gov/site/psc/ethics.htm>
9/29/2015 2:43 PM

www.gapsc.com-click on Code of Ethics
9/21/2015 11:55 AM

<http://www.rules.utah.gov/publicat/code/r277/r277-514.htm> See specifically R277-514-5
9/18/2015 1:23 PM

<http://codes.ohio.gov/orc/3319.313>
9/18/2015 12:28 PM

http://glwebstorage.com/Public_Laws_32nd/Public%20Law%2032-236%20-%20Bill%20No%20420-32.pdf
9/17/2015 6:09 PM

<http://www.ctc.ca.gov/educator-discipline/general.html#laws-rules>
9/17/2015 5:21 PM