

**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

**August 7, 2015**

**2015-2016 Proposed 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, August 7, 2015**

**AGENDA**

*Times are approximate*

- 7:00 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 June 18-19, 2015 board retreat and 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 June 19, 2015 board meeting
  - c. Reinstatement(s)
- Board Communications**
- a. Board Member Reports
  - b. Legislative Update – Phil Wise
  - c. Executive Director’s Report
    - 1. Financial Update **Tab C**
    - 2. 2014-2015 Accomplishments **Tab D**
    - 3. DiSC Workplace Profile Update **Tab E**
    - 4. Model Code of Ethics for Educators **Tab F**
    - 5. Summer Intern – Bree Elscott

**Communication from the Public**

11:00 a.m. Stakeholder Presentation –  
Gwen Nagel and Gayle Wortmann – Iowa Learning Online

12:05 p.m. Lunch for Board Members

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

- a. Adopt**
  - 1. 282 – Chapter 20.5(2)f and 20.6(2)f Specific renewal requirements for the standard license and master educator license **Tab G**
  - 2. 282 – Chapter 22.11(1) Authorization extension **Tab H**
- b. ARRC Review Pending**
  - 1. IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C – Session Delay **Tab I**
- c. Notice**
  - 1. IAC 282 Chapter 12 – Fee increase **Tab J**
  - 2. IAC 282 Chapters 13, 15, 16, 18, 20, 22, 23, 24, and 27 – Background check procedures **Tab K**
- d. Items for Discussion**
  - 1. IAC 282 Chapters 13 and 27 – Counseling internships and practicums **Tab L**

**Waivers**

- 1. PFW 15-10 Jeffrey Maskevich **Tab M**
- 2. PFW 15-11 Jean Lin Hussey **Tab N**
- 3. PFW 15-12 Eric Boge **Tab O**
- 4. PFW 15-13 John Klaessy **Tab P**

**Reports/Approvals**

- 1. 2015-2016 Board Goals (see proposed goals at the top of the agenda)
- 2. List of Approved CTE Authorizations **Tab Q**
- 3. Board Member Technology Upgrade **Tab R**
- 4. Semi-annual Waiver Report **Tab S**
- 5. BoEE Consultant Presentations – 2014-2015 **Tab T**
- 6. Teacher Candidates by Endorsements **Tab U**
- 7. People Recommended from an Iowa Institute July 1, 2014 – June 30, 2015 **Tab V**
- 8. Program Completers (Initial Licensure) from Iowa Educator Preparation Programs **Tab W**
- 9. Legislative, Administrative Code, and Other Priorities **Tab X**
- 10. Board Operating Guidelines **Tab Y**

2:30 p.m. Adjournment

**Next Meeting will be Wednesday, September 9, 2015 (4 p.m. Telephonic)**

1 **STATE OF IOWA**  
2 **BOARD OF EDUCATIONAL EXAMINERS**  
3 **Grimes State Office Building – 400 East 14<sup>th</sup> Street**  
4 **Des Moines, Iowa 50319-0147**

5  
6 **Minutes**  
7 **June 18, 2015 – Board Retreat**  
8 **and**  
9 **June 19, 2015 – Board Meeting**  
10

11 The Board of Educational Examiners (BoEE) held its board retreat at the Great Prairie  
12 AEA in Ottumwa, IA on June 18, 2015. Richard Wortmann, Vice Chair, called the  
13 board retreat to order. Members attending were Sara Arnold, Kathy Behrens, Dan  
14 Dutcher, Brenda Garcia, Dr. Larry Hill, Mary K. Overholtzer, Dr. Andy Pattee, Dr. Jay  
15 Prescott, Erin Schoening, and Dr. Anne Sullivan. Also in attendance was Duane  
16 Magee, Executive Director and Darcy Lane, Attorney/Investigator. Dr. Brad Buck,  
17 Renner Walker, Assistant Attorney General and Jim McNellis, Investigator, were  
18 unable to attend.

19  
20 The retreat opened with board member introductions since this was the first meeting  
21 of the newest board member, Kathy Behrens. Kathy is a Grade 4-5 Resource teacher  
22 at Kuemper Catholic Schools in Carroll.

23  
24 Stakeholder Presentation – Update on Teacher Leadership System (TLS)  
25 Implementation

26 The following staff from the Ottumwa Community School District updated the Board  
27 on TLS: Eric Sundermeyer, Associate Superintendent; Kristi Ridgway, TLS  
28 Curriculum Leader at the elementary grade level; Kathy Mobley, Curriculum Leader at  
29 Evans MS and Jennifer Burton, Instructional Coach at Evans MS. The impact of TLS:  
30 73 teachers in some kind of leadership position; added multiple layers of differentiated  
31 support; improved internal leadership capacity; strengthened collaboration with  
32 principals; created systemic vehicle for peer observations; targeted, needs-based

1 mentoring program; more varied communication and exemplified growth mindset,  
2 collective efficacy.

3

4 The following items were discussed:

5

#### 6 Goals for 2015-16

7 Goal 1: The Board will develop rules for practitioner licensure that maintain high  
8 standards, are research based, and provide flexibility in attainment, especially in  
9 shortage areas.

10 Goal 2: The Board will develop a plan to require ongoing ethics training for all  
11 licensees.

12 Goal 3: The board will develop a plan to align BoEE goals with the Iowa Department of  
13 Education, the Governor's office, the Legislature, and Iowa colleges of education.

14

#### 15 Ethics Training

16 Next steps – reconvene the ethics stakeholder group; review online training options -  
17 version for preservice teachers, initial to standard teachers and “renewal” version for  
18 experienced teachers.

19

#### 20 Legislative Priorities for FY16

- 21 • Require licensure for paraeducators and other staff members providing direct  
22 support services to students.
- 23 • Modify the code so that 25% of our funds do not go to the general fund (eliminate  
24 or reduce the 25%).
- 25 • Transitional Coaching – rework and propose again.
- 26 • Modify Iowa Courts Online to be more user friendly.
- 27 • [www.teachiowa.gov](http://www.teachiowa.gov) continue to support this.
- 28 • Legislators should not change Iowa licensure structure.
- 29 • BoEE executive director board appointed instead of governor appointed – research  
30 state board directors.
- 31 • Alcohol and drug intoxication – should this be a mandatory reporting area?

32

1 Potential Administrative Rule Changes

2 For principals, change experience requirement to a combination of teaching and  
3 administration – similar to superintendents.

4  
5 Should we ask educators to indicate if they have ever had a sanction for another type  
6 of license from another agency?

7  
8 The retreat adjourned at 4:30 p.m.

9  
10 The board held its monthly meeting on June 19, 2015, at the Great Prairie AEA in  
11 Ottumwa, IA. Executive Director Magee called the meeting to order. Members  
12 attending were Sara Arnold, Kathy Behrens, Brenda Garcia, Dr. Larry Hill, Mary K.  
13 Overholtzer, Dr. Andy Pattee, Dr. Jay Prescott, Erin Schoening, Dr. Anne Sullivan and  
14 Richard Wortmann. Also in attendance was Darcy Lane, Attorney/Investigator.  
15 Renner Walker, Assistant Attorney General, was present telephonically during the  
16 professional practices – licensee discipline discussion. Dr. Brad Buck, Dan Dutcher  
17 and Jim McNellis, Investigator, were unable to attend.

18  
19 Nominations took place for chair and vice chair for FY16.

20  
21 Mr. Magee asked for nominations for board chair. Andy Pattee moved, with a second  
22 by Jay Prescott, to nominate Richard Wortmann as chair. There were no other  
23 nominations. Larry Hill moved, with a second by Sara Arnold, to cease nominations.

24 **MOTION CARRIED UNANIMOUSLY.** Richard Wortmann will serve as board chair for  
25 FY16.

26  
27 Richard Wortmann, Chair, asked for nominations for vice chair. Andy Pattee moved,  
28 with a second by Larry Hill, to nominate Brenda Garcia as vice chair. There were no  
29 other nominations. Larry Hill moved, with a second by Sara Arnold, to cease  
30 nominations. **MOTION CARRIED UNANIMOUSLY.** Brenda Garcia will serve as  
31 board vice chair for FY16.

1 Andy Pattee asked to amend the agenda and strike, “Tab G, IAC 282 Chapter 12 Fee  
2 increase” under the rules section. The reason for striking this item is because we do  
3 not have a signed financial bill at this time. This item will be reviewed at the August  
4 meeting. Larry Hill moved, with a second by Sara Arnold, to approve the amended  
5 agenda. **MOTION CARRIED UNANIMOUSLY.**

6

7 Andy Pattee moved, with a second by Sara Arnold, to approve the consent agenda.  
8 **MOTION CARRIED UNANIMOUSLY.**

9

10 Brenda Garcia moved, with a second by Anne Sullivan, that the Board go into closed  
11 session for the purpose of discussing whether to initiate licensee disciplinary  
12 proceedings and the decision to be rendered in a contested case, pursuant to Iowa  
13 Code sections 21.5(d) and (f). Roll call vote: Arnold – yes; Behrens – yes; Garcia –  
14 yes; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening – yes; Sullivan  
15 – yes; Wortmann – yes. **MOTION CARRIED.**

16

17 Kathy Behrens abstained for all of the professional practices cases discussed in open  
18 and closed session.

19

20 Anne Sullivan moved, with a second by Larry Hill, that in **case number 15-42**, 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 and that adequate steps have been taken to remedy the violation and to ensure that  
27 incidents of a similar nature do not occur in the future. The Board will not pursue  
28 formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

29

30 Larry Hill moved, with a second by Anne Sullivan that in **case number 15-43**, the  
31 Board find that the evidence gathered in the investigation, including witness  
32 statements and the documentary evidence, does not substantiate the allegations in the

1 complaint, and that the Board therefore lacks probable cause to proceed with this  
2 matter. **MOTION CARRIED UNANIMOUSLY.**

3  
4 Larry Hill moved, with a second by Anne Sullivan that in **case number 15-44**, the  
5 Board find that the evidence gathered in the investigation, including witness  
6 statements and the documentary evidence, does not substantiate the allegations in the  
7 complaint, and that the Board therefore lacks probable cause to proceed with this  
8 matter. **MOTION CARRIED UNANIMOUSLY.**

9  
10 Larry Hill moved, with a second by Brenda Garcia, that in **case number 15-49**, the  
11 Board find that, although one or more of the allegations in the complaint may be  
12 substantiated by the witnesses interviewed in the course of the investigation [and/or]  
13 the documents gathered in the course of the investigation, and the allegations may  
14 constitute a technical violation of the Board's statute or administrative rules; the  
15 evidence before the Board indicates that the alleged violation was an isolated incident,  
16 and that adequate steps have been taken to remedy the violation and to ensure that  
17 incidents of a similar nature do not occur in the future. The Board will not pursue  
18 formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

19  
20 Larry Hill moved, with a second by Brenda Garcia that in **case number 15-50**, the  
21 Board find that the evidence gathered in the investigation, including witness  
22 statements and the documentary evidence, does not substantiate the allegations in the  
23 complaint, and that the Board therefore lacks probable cause to proceed with this  
24 matter. **MOTION CARRIED UNANIMOUSLY.**

25  
26 Larry Hill moved, with a second by Brenda Garcia that in **case number 15-51**, the  
27 Board find that the evidence gathered in the investigation, including witness  
28 statements and the documentary evidence, does not substantiate the allegations in the  
29 complaint, and that the Board therefore lacks probable cause to proceed with this  
30 matter. **MOTION CARRIED UNANIMOUSLY.**

31  
32 Anne Sullivan moved, with a second by Mary K. Overholtzer that in **case number 15-**  
33 **58**, the Board find that the evidence gathered in the investigation, including witness

1 statements and the documentary evidence, does not substantiate the allegations in the  
2 complaint, and that the Board therefore lacks probable cause to proceed with this  
3 matter. **MOTION CARRIED UNANIMOUSLY.**

4  
5 Anne Sullivan moved, with a second by Mary K. Overholtzer, that in **case number 15-**  
6 **59**, the Board find that the evidence gathered in the investigation, including witness  
7 statements and the documentary evidence, does not substantiate the allegations in the  
8 complaint, and that the Board therefore lacks probable cause to proceed with this  
9 matter. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Brenda Garcia moved, with a second by Larry Hill, that in **case number 15-74**, the  
12 Board find that the evidence gathered in the investigation, including witness  
13 statements and the documentary evidence, does not substantiate the allegations in the  
14 complaint, and that the Board therefore lacks probable cause to proceed with this  
15 matter. **MOTION CARRIED UNANIMOUSLY.**

16  
17 Brenda Garcia moved, with a second by Larry Hill, that in **case number 15-75**, the  
18 Board find that the evidence gathered in the investigation, including witness  
19 statements and the documentary evidence, does not substantiate the allegations in the  
20 complaint, and that the Board therefore lacks probable cause to proceed with this  
21 matter. **MOTION CARRIED UNANIMOUSLY.**

22  
23 Brenda Garcia moved, with a second by Larry Hill, that in **case number 15-76**, the  
24 Board find that the evidence gathered in the investigation, including witness  
25 statements and the documentary evidence, does not substantiate the allegations in the  
26 complaint, and that the Board therefore lacks probable cause to proceed with this  
27 matter. **MOTION CARRIED UNANIMOUSLY.**

28  
29 Brenda Garcia moved, with a second by Larry Hill, that in **case number 15-77**, the  
30 Board find that the evidence gathered in the investigation, including witness  
31 statements and the documentary evidence, does not substantiate the allegations in the  
32 complaint, and that the Board therefore lacks probable cause to proceed with this  
33 matter. **MOTION CARRIED UNANIMOUSLY.**

1 Anne Sullivan moved, with a second by Brenda Garcia, that in **case number 15-30**,  
2 the 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  
4 25.3(6)(c), and order this case set for hearing. Roll call vote: Arnold – yes; Behrens –  
5 abstain; Garcia – yes; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott – yes;  
6 Schoening – recused; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

7  
8 Larry Hill moved, with a second by Mary K. Overholtzer, that in **case number 15-46**,  
9 the Board find probable cause to establish a violation of the following provisions of the  
10 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e), and order this  
11 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

12  
13 Anne Sullivan moved, with a second by Larry Hill, that in **case number 15-57**, the  
14 Board find that the evidence gathered in the investigation, including witness  
15 statements and the documentary evidence, does not substantiate the allegations in the  
16 complaint, and that the Board therefore lacks probable cause to proceed with this  
17 matter. **MOTION CARRIED UNANIMOUSLY.**

18  
19 Mary K. Overholtzer moved, with a second by Larry Hill, that in **case number 15-67**,  
20 the Board find that, although one or more of the allegations in the complaint may be  
21 substantiated by the witnesses interviewed in the course of the investigation [and/or]  
22 the documents gathered in the course of the investigation, and the allegations may  
23 constitute a technical violation of the Board’s statute or administrative rules; the  
24 evidence before the Board indicates adequate steps have been taken to remedy the  
25 violation and to ensure that incidents of a similar nature do not occur in the future.  
26 The Board will not pursue formal disciplinary action in this matter. Roll call vote:  
27 Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes; Overholtzer – yes; Pattee –  
28 yes; Prescott – yes; Schoening – yes; Sullivan – recused; Wortmann – yes. **MOTION**  
29 **CARRIED.**

30  
31 Anne Sullivan moved, with a second by Larry Hill, that in **case number 15-54**, the  
32 Board find that the evidence gathered in the investigation, including witness  
33 statements and the documentary evidence, does not substantiate the allegations in the

1 complaint, and that the Board therefore lacks probable cause to proceed with this  
2 matter. Roll call vote: Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes;  
3 Overholtzer – yes; Pattee – recused; Prescott – yes; Schoening – yes; Sullivan – yes;  
4 Wortmann – yes. **MOTION CARRIED.** (Duane Magee left the room during the  
5 discussion of this case in closed session.)

6  
7 Anne Sullivan moved, with a second by Larry Hill, that in **case number 15-55**, the  
8 Board find that the evidence gathered in the investigation, including witness  
9 statements and the documentary evidence, does not substantiate the allegations in the  
10 complaint, and that the Board therefore lacks probable cause to proceed with this  
11 matter. Roll call vote: Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes;  
12 Overholtzer – yes; Pattee – recused; Prescott – yes; Schoening – yes; Sullivan – yes;  
13 Wortmann – yes. **MOTION CARRIED.** (Duane Magee left the room during the  
14 discussion of this case in closed session.)

15  
16 Anne Sullivan moved, with a second by Larry Hill, that in **case number 15-56**, the  
17 Board find that the evidence gathered in the investigation, including witness  
18 statements and the documentary evidence, does not substantiate the allegations in the  
19 complaint, and that the Board therefore lacks probable cause to proceed with this  
20 matter. Roll call vote: Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes;  
21 Overholtzer – yes; Pattee – recused; Prescott – yes; Schoening – yes; Sullivan – yes;  
22 Wortmann – yes. **MOTION CARRIED.** (Duane Magee left the room during the  
23 discussion of this case in closed session.)

24  
25 Brenda Garcia moved, with a second by Mary K. Overholtzer, that in **case number 15-**  
26 **60**, the Board find that, although one or more of the allegations in the complaint may  
27 be substantiated by the witnesses interviewed in the course of the investigation  
28 [and/or] the documents gathered in the course of the investigation, and the allegations  
29 may constitute a technical violation of the Board’s statute or administrative rules; the  
30 evidence before the Board indicates that the alleged violation was an isolated incident,  
31 and that adequate steps have been taken to remedy the violation and to ensure that  
32 incidents of a similar nature do not occur in the future. The Board will not pursue

1 formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

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

3

4 Anne Sullivan moved, with a second by Mary K. Overholtzer, that in **case number 15-**  
5 **73**, the Board find that the evidence gathered in the investigation, including witness  
6 statements and the documentary evidence, does not substantiate the allegations in the  
7 complaint, and that the Board therefore lacks probable cause to proceed with this  
8 matter. **MOTION CARRIED UNANIMOUSLY.**

9

10 Larry Hill moved, with a second by Brenda Garcia, that in **case number 15-17**, the  
11 Board accept the Respondent's waiver of hearing and voluntary surrender and that the  
12 Board issue an order permanently revoking the Respondent's license with no  
13 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

14

15 Mary K. Overholtzer moved, with a second by Brenda Garcia, that in **case number 14-**  
16 **157**, the Board accept the agreement submitted by the parties, and issue an Order  
17 incorporating the agreement of the parties and imposing the agreed upon sanction.  
18 **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the room during the  
19 discussion of this case in closed session.)

20

21 Larry Hill moved, with a second by Brenda Garcia, that in **case number 14-04**, the  
22 issue be tabled giving the Board time to consider revisions to the board order. Roll call  
23 vote: Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes; Overholtzer – yes;  
24 Pattee – yes; Prescott – yes; Schoening – recused; Sullivan – yes; Wortmann – yes.

25 **MOTION CARRIED.** (Renner Walker and Darcy Lane left the room during the  
26 discussion of this case in closed session. Diane Stahle, Conflicts Counsel, and Ms.  
27 Stahle's legal intern, were present telephonically during the discussion of this case.)

28

29 Brenda Garcia moved, with a second by Larry Hill, that the Board initiate review of the  
30 proposed decision in **case number 14-79, In the Matter of Anita Babe**, to examine  
31 whether the proposed sanction is appropriate in light of the findings. Roll call vote:  
32 Arnold – yes; Behrens – abstain; Garcia – yes; Hill – yes; Overholtzer – no; Pattee – yes;  
33 Prescott – yes; Schoening – yes; Sullivan – recused; Wortmann – yes. **MOTION**

1 **CARRIED.** (Renner Walker and Darcy Lane left the room during the discussion of this  
2 case in closed session. Diane Stahle, Conflicts Counsel, and Ms. Stahle’s legal intern,  
3 were present telephonically during the discussion of this case.)  
4

5 Anne Sullivan moved, with a second by Mary K. Overholtzer, to extend the 180-day  
6 deadline for issuance of the final decision in **case number 14-164**, based upon the  
7 need to schedule the hearing and the need to review the proposed decision. **MOTION**  
8 **CARRIED UNANIMOUSLY.** (Duane Magee left the room during the discussion of this  
9 case in closed session.)  
10

11 Larry Hill moved, with a second by Brenda Garcia, to extend the 180-day deadline for  
12 issuance of the final decision in **case number 15-05**, based upon the amount of time  
13 needed to complete the investigation due to a pending DOT investigation. **MOTION**  
14 **CARRIED UNANIMOUSLY.**  
15

16 Anne Sullivan moved, with a second by Mary K. Overholtzer, to extend the 180-day  
17 deadline for issuance of the final decision in **case number 15-09**, based upon the  
18 amount of time needed to complete the investigation due to pending criminal charges.  
19 **MOTION CARRIED UNANIMOUSLY.**  
20

21 Brenda Garcia moved, with a second by Mary K. Overholtzer, to extend the 180-day  
22 deadline for issuance of the final decision in **case number 15-14**, based upon the  
23 need to schedule the hearing and the need to review the proposed decision. **MOTION**  
24 **CARRIED UNANIMOUSLY.**  
25

26 Larry Hill moved, with a second by Brenda Garcia, to extend the 180-day deadline for  
27 issuance of the final decision in **case number 15-15**, based upon the need to schedule  
28 the hearing and the need to review the proposed decision. **MOTION CARRIED**  
29 **UNANIMOUSLY.** Roll call vote: Arnold – yes; Behrens – abstain; Garcia – yes; Hill –  
30 yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening – yes; Sullivan –  
31 recused; Wortmann – yes. **MOTION CARRIED.**  
32

1 Larry Hill moved, with a second by Mary K. Overholtzer, to extend the 180-day  
2 deadline for issuance of the final decision in **case number 15-16**, based upon the  
3 amount of time needed to complete the investigation due to pending criminal charges.

4 **MOTION CARRIED UNANIMOUSLY.**

5  
6 The following cases were discussed in open session:

7 Background/Discussion: Respondent entered into a Stipulation and Order that  
8 required completion of fifteen hours in Ethics for Educators. Respondent contacted  
9 the board office in advance of the deadline and indicated she would be unable to  
10 attend any of the currently-scheduled classes because she has started a new job in  
11 South Dakota and is unable to use vacation days at this time. Brenda Garcia moved,  
12 with a second by Mary K. Overholtzer, that the Board issue an order amending the  
13 Stipulation and Order in **case number 14-134**, based on the respondent's request to  
14 extend the deadline for completing the ethics course to one year from the date of the  
15 order. **MOTION CARRIED UNANIMOUSLY.**

16  
17 Background/Discussion: Respondent entered into a Stipulation and Order that  
18 required completion of fifteen hours in Ethics for Educators. Respondent's attorney  
19 filed a request for an extension of the deadline to complete this course since  
20 respondent has experienced serious health problems that have affected his vision and  
21 hearing. Anne Sullivan, moved, with a second by Larry Hill, that the Board issue an  
22 order amending the Stipulation and Order in **case number 13-130**, based on the  
23 respondent's request, to extend the deadline for completing the ethics course to one  
24 year from the date of the order. **MOTION CARRIED UNANIMOUSLY.**

25  
26 Anne Sullivan moved, with a second by Andy Pattee, that the Board approve the closed  
27 session minutes for May 8, 2015, and May 27, 2015. **MOTION CARRIED**  
28 **UNANIMOUSLY.**

29  
30 Board Member Reports

31 Sara Arnold recently attended the NASDTEC conference in Portland, OR. It was an  
32 excellent opportunity to network with other state board members and learn things  
33 that are happening in those states regarding licensure. It was a great learning

1 experience. It was also interesting learning the different terminology used in each  
2 state whether they are called commissions or boards.

3  
4 Legislative Update

5 Phil Wise joined the meeting telephonically and provided a legislative update to the  
6 Board. In statutory language, nothing has changed since March. In HF 658, the  
7 education appropriations bill, \$600,000 was “scooped” from BoEE’s fund for the  
8 purposes of the career planning requirement under Iowa Code 279.61, “I Have a Plan  
9 Iowa!”– A joint venture between the BoEE and the DE. The money was taken from the  
10 BoEE and given to the DE. The governor has yet to take action on this bill – he has  
11 until July 6<sup>th</sup> to take action on the remaining appropriations bills.

12 Implications for the future: The \$600,000 for the career planning required in Iowa  
13 Code 279.61.

14 Recommendation(s) for the future: 1) seek a statutory change to allow the BoEE to  
15 keep a larger percentage of the revenue it generates on its own through fees. (Current  
16 percentage is 25%.); 2) consider a minimal fee increase to become effective January,  
17 2016.

18  
19 Executive Director’s Report

20 Executive Director Magee reviewed the financial report. There is a \$600,000  
21 appropriation from the BoEE funds to pay for the “I Have a Plan Iowa!” system. If this  
22 occurs, the Board may need to consider a fee increase.

23  
24 The summer months are the busiest time for the BoEE – higher volume of telephone  
25 calls, emails and licensure applications. The phones of the consultants and some of  
26 the BoEE support staff will be turned off until 9 a.m. to allow them to process license  
27 applications. They will then respond to phone calls and emails after 9 a.m.

28  
29 The NASDTEC annual conference was attended by board member Sara Arnold, two  
30 consultants, Mary Lou Nosco and Joanne Tubbs and Executive Director Magee.  
31 Major topics discussed at the conference: Model Code of Ethics for Educators;  
32 technical updates to the Clearinghouse that tracks ethical issues (the nationwide  
33 database); a pilot project at a local district regarding access to the Clearinghouse - Des

1 Moines Public Schools will be the local district in Iowa to participate in the pilot  
2 project; and, changes regarding the NASDTEC constitution and bylaws. The  
3 Professional Practices Institute (PPI) which is held each fall, will be held in Des Moines  
4 in October of 2016.

5

6 New licensing system update: Representatives from Frontline were in our office on  
7 June 16<sup>th</sup>, to meet and discuss issues regarding programming on the development;  
8 payment system; and, communication with our current licensure server.

9

10 Communication from the Public

11 None.

12

13 Rules

14 Adopt.

15 None.

16

17 ARRC Review Pending

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

21

22 IAC 282 Chapter 20.5(2)f and 20.6(2)f – Specific renewal requirements for the standard  
23 license and master educator license.

24

25 IAC 282 Chapter 22.11(1) – Authorization extension.

26

27 Notice:

28 None.

29

30 Items for Discussion

31 Chapters 13, 16, 18, 20, 22, 23 and 24 – Ethics training as a requirement for renewal.  
32 The filing for notice of intended action on this is postponed pending additional  
33 information and stakeholder input.

1 Petitions for Waiver

2 None.

3

4 Reports/Approvals

5 Board Operating Guidelines: This committee will reconvene to update page 2,  
6 “Members of the Board,” add Kathy Behrens, and remove Laura Stevens and Dr. Buck  
7 and make other minor modifications regarding contact information throughout the  
8 document. This will then be brought back to the Board at a future meeting.

9

10 Background check fee increase: The \$65 fee for background checks does not cover the  
11 cost of completing and evaluating these required background checks, including costs  
12 associated with the technology required and travel expenses incurred to complete this  
13 work in this office or during visits to teacher preparation programs. Additionally, the  
14 BoEE currently absorbs all costs associated with background checks for licensure  
15 renewal applications. The BoEE staff requests the Board approve an increase from  
16 \$65 to \$75 for all in-office electronic background check fees.

17

18 The BoEE staff also requests that each renewal applicant be charged \$1 to cover the  
19 cost of the registry checks.

20

21 Andy Pattee moved, with a second by Jay Prescott, to approve a background check fee  
22 increase from \$65 to \$75 with the \$1 increase for all renewals effective July 1, 2015.

23 **MOTION CARRIED UNANIMOUSLY.**

24

25 Future board meeting dates: The Board was reminded of the board meeting dates for  
26 FY16.

27

28 Committee assignments for FY 2016: Board Chair, Richard Wortmann, distributed  
29 slips to board members to rank their committee choice, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or no preference.  
30 He then assigned members to the committees as follows:

31

32

33

- 1       ➤ Executive Committee
- 2             Richard Wortmann, Chair
- 3             Brenda Garcia, Vice Chair
- 4             Anne Sullivan
- 5             DE Director or designee (TBD)
- 6       ➤ Professional Practices Committee
- 7             Sara Arnold
- 8             Dan Dutcher
- 9             Larry Hill
- 10            Jay Prescott
- 11       ➤ Board Operating Guidelines
- 12            Kathy Behrens
- 13            Mary K. Overholtzer
- 14            Andy Pattee
- 15            Erin Schoening

16

17   Class B License for Special Education Strategist II teaching students on alternate  
 18 assessments: Andy Pattee moved, with a second by Sara Arnold, that for the 2015-16  
 19 school year the \$85 licensure fee be waived for teachers responsible for directing  
 20 educational services for students on alternate assessment and are applying for a K-12  
 21 Instructional Strategist II: ID (MD) Administrative Decision or Class B license.

22   **MOTION CARRIED UNANIMOUSLY.**

23

24   Continue discussion on Thursday’s retreat topics:

- 25       ➤ Other licensure renewal options.
- 26       ➤ Administrative Code changes.
- 27       ➤ Licensure or BoEE issues that emerged from the legislative process
- 28       ➤ Ideas on board presentations for FY16.
- 29       ➤ Iowa Board for the Treatment of Sexual Abusers (IBTSA) presentation follow up  
 30           (Psychosexual Evaluations and Boundaries Counseling).

31

1 There being no further business, Andy Pattee moved, with a second by Anne Sullivan  
2 to adjourn the meeting. Meeting adjourned at 1 p.m. **MOTION CARRIED**  
3 **UNANIMOUSLY.**

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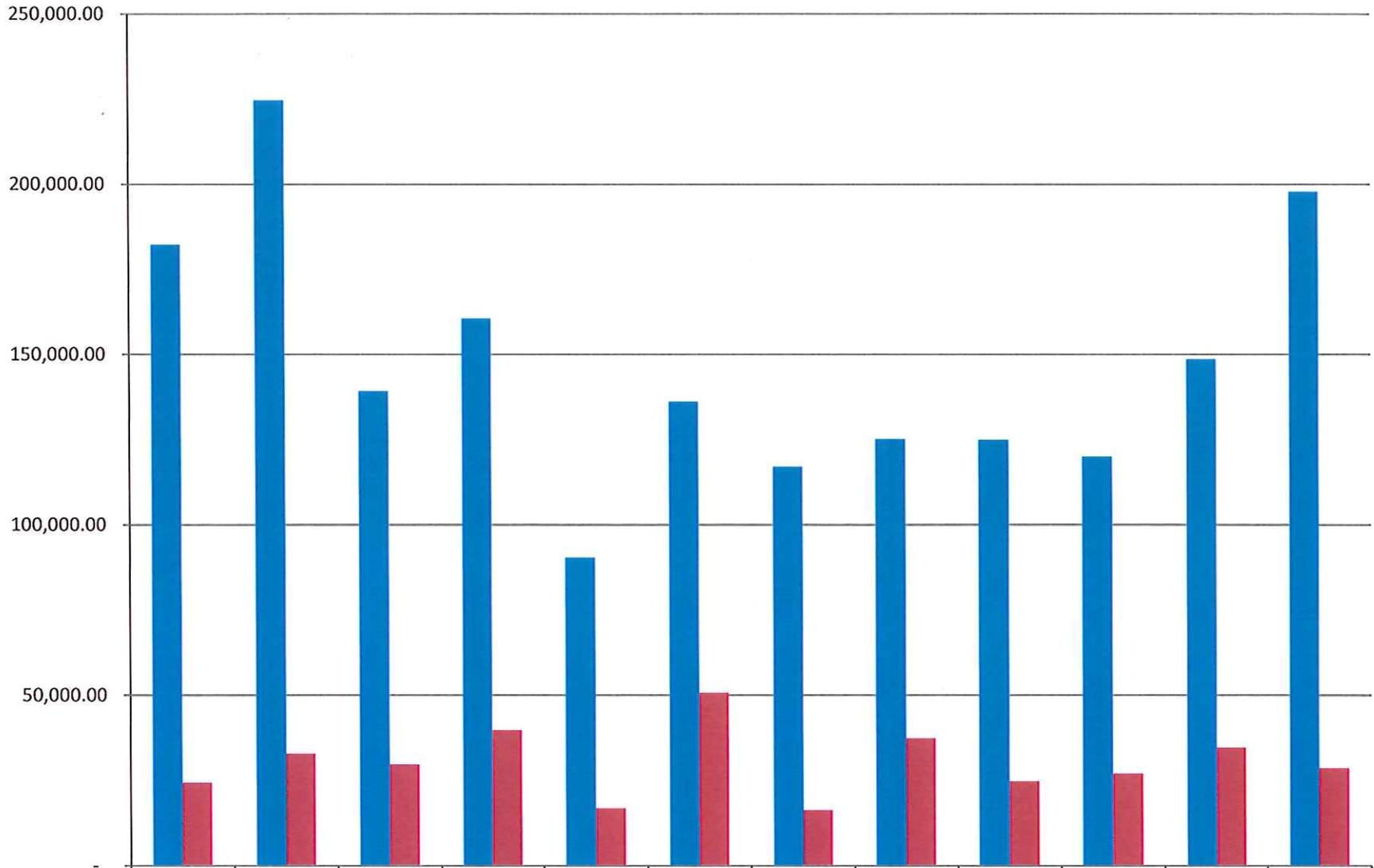
Board of Educational Examiners (BOEE)

Cash Balance

12-Year History

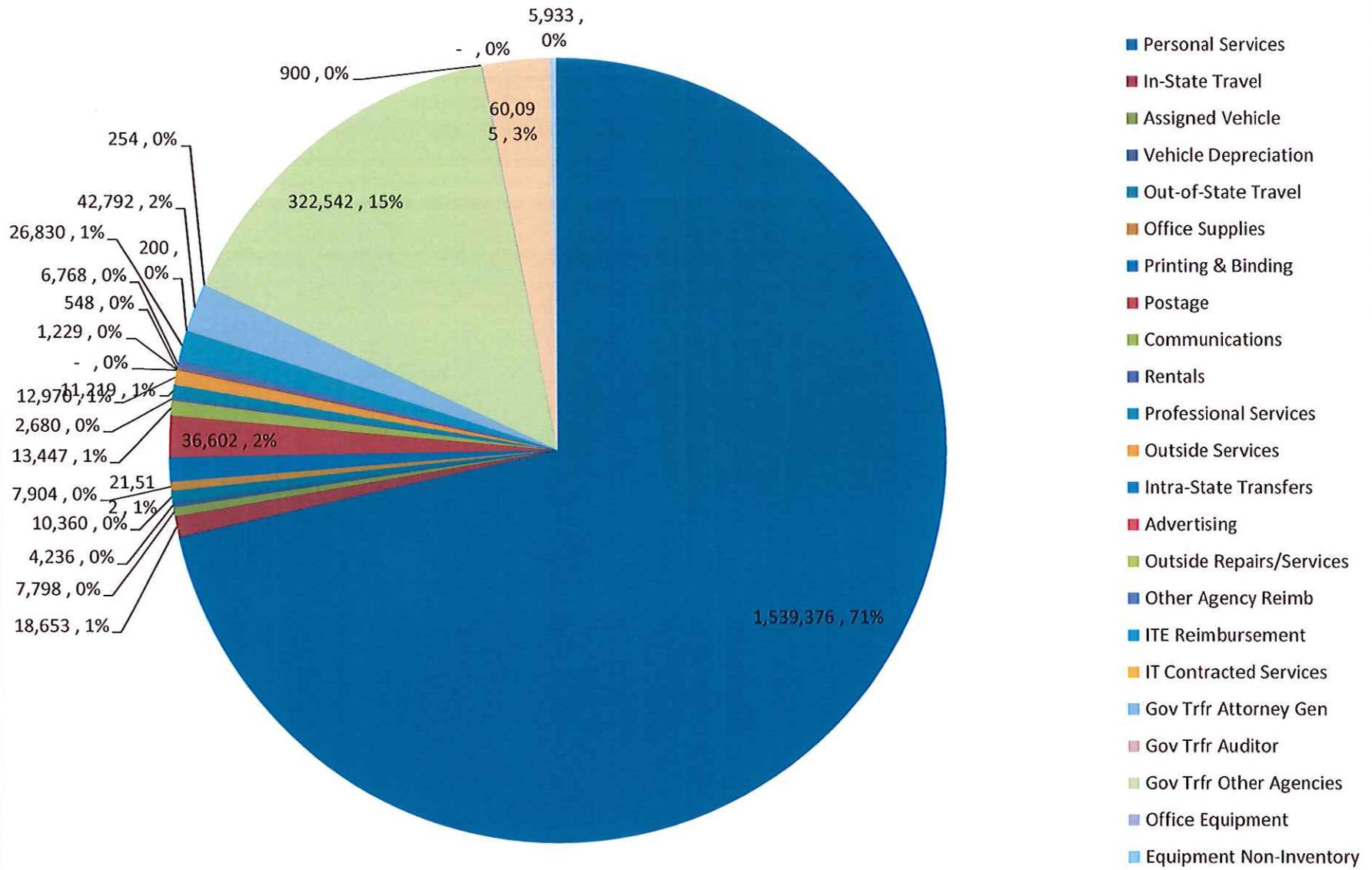
	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation												40,974
Total Revenues	2,128,169	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	2,154,847	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)	(26,679)	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	1,149,530	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	-2%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

## Receipts July 2014-June 2015

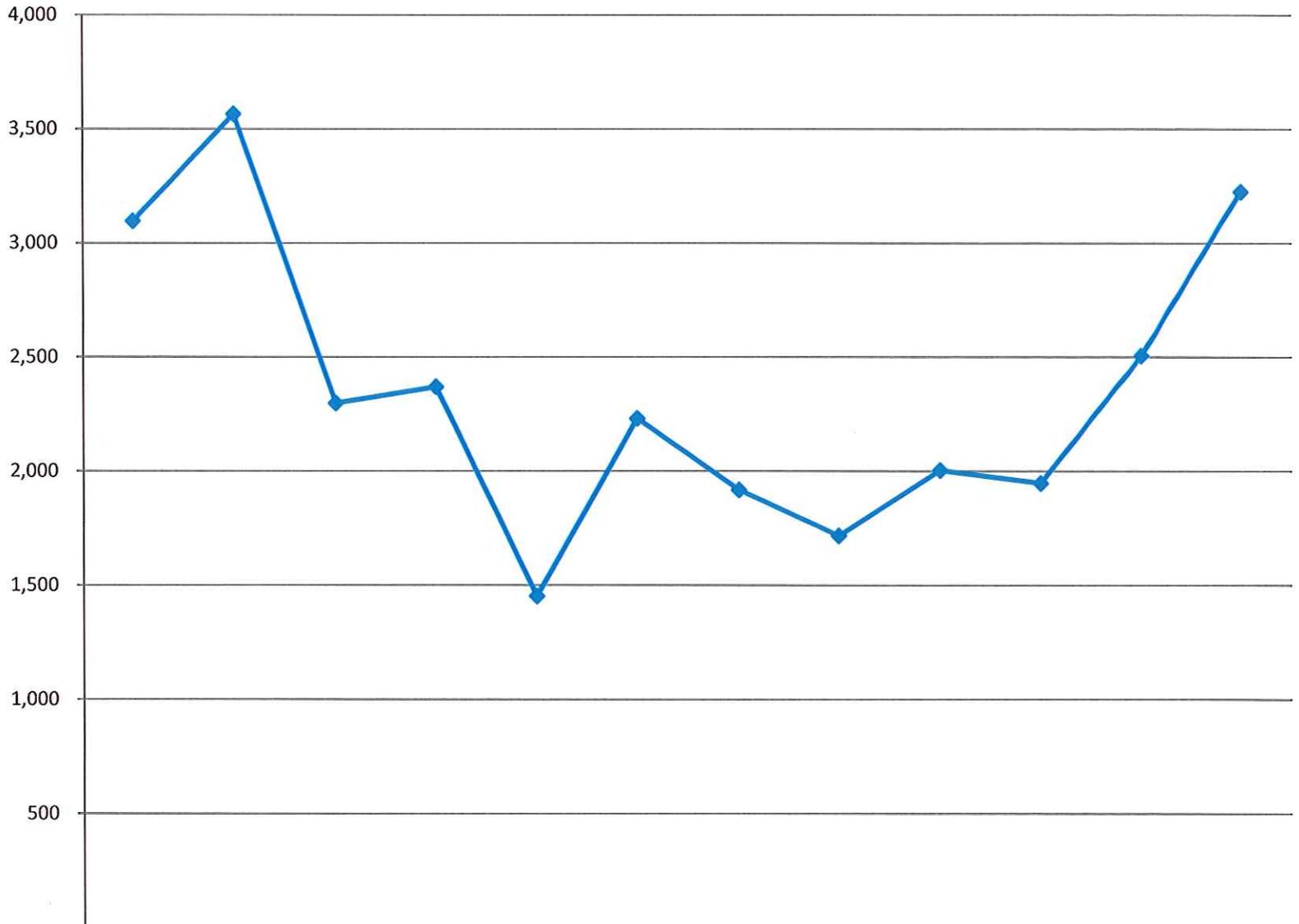


	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15
Licensure Fees	182,151.	224,507.	139,162.	160,516.	90,340.5	136,049.	117,003.	125,124.	124,909.	119,934.	148,560.	197,718.
DCI Check Fee	24,258.0	32,798.0	29,666.0	39,728.0	16,796.0	50,608.0	16,250.0	37,362.0	24,635.0	26,975.0	34,567.0	28,548.0

# Expenditures July 2014-June 2015

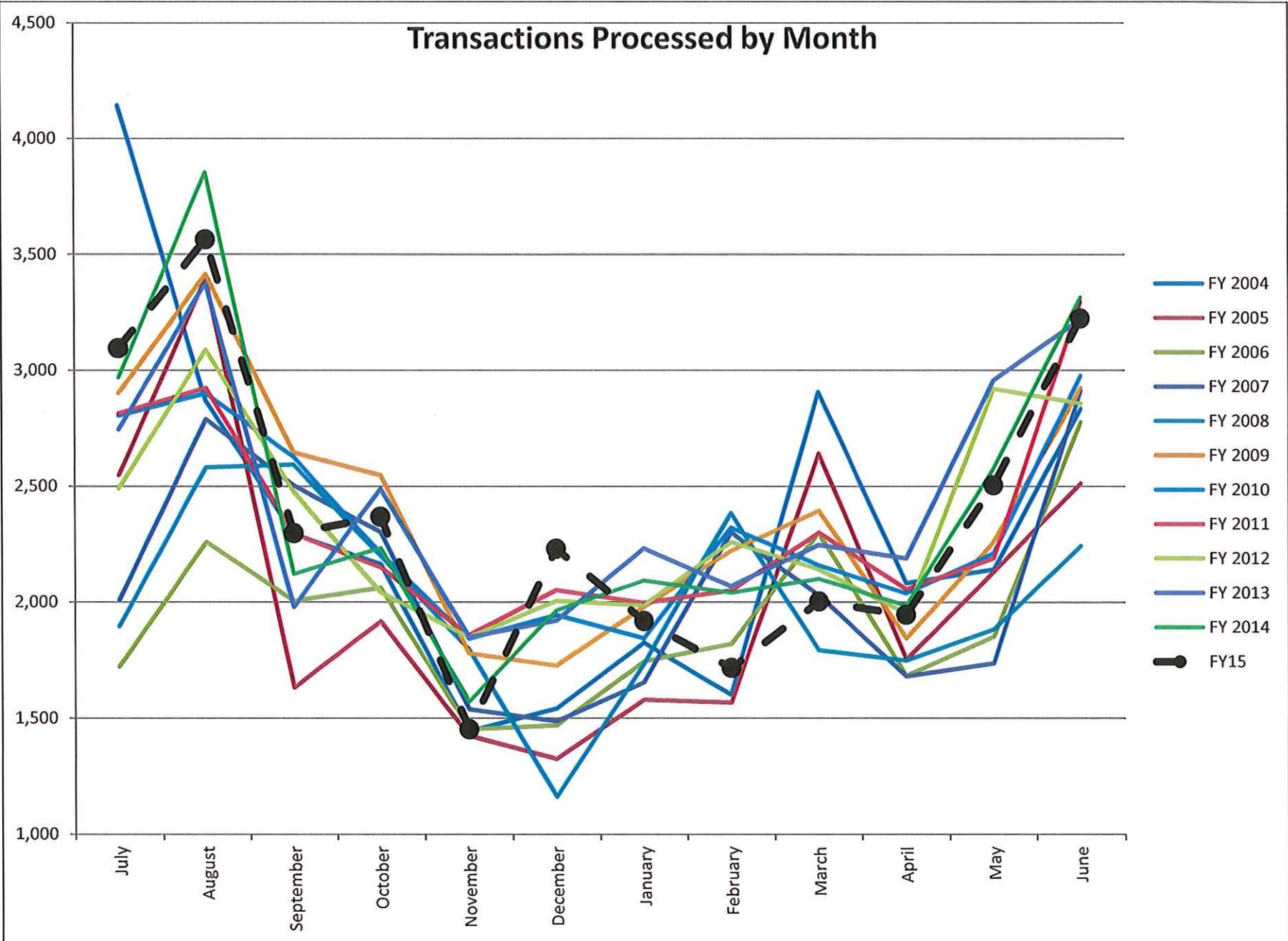


### Total # of Transactions FY15



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224

# Transactions Processed by Month



Board of Education Examiners SFY 15 Financial Reporting by Orgn/Month

FY 15 Balance Sheet / Cash Flow Chart

Licensure Fees (orgn 9397)	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
<b>Receipts</b>															
Brought Fwd from 14	100,000.00	1,076,209.26	-	-	-	-	-	-	-	-	-	-	-	-	1,176,209
Carry Fwd to 16															-
234 Gov Transfer in Other Agcy			63.75		63.75										128
401 Licensure Fees	182,151.25	224,507.25	139,162.50	160,516.50	90,340.50	138,049.25	117,003.75	125,124.50	124,909.25	119,934.00	148,560.25	197,718.75			1,765,978
704 DCI Check Fee	24,258.00	32,798.00	29,666.00	39,728.00	16,796.00	50,608.00	16,250.00	37,362.00	24,635.00	28,975.00	34,567.00	28,548.00			362,191
<b>BoEE Total Receipts</b>	<b>206,409.25</b>	<b>257,305.25</b>	<b>168,892.25</b>	<b>200,244.50</b>	<b>107,200.25</b>	<b>188,657.25</b>	<b>133,253.75</b>	<b>162,486.50</b>	<b>149,544.25</b>	<b>146,909.00</b>	<b>183,127.25</b>	<b>228,266.75</b>			<b>2,128,296</b>
401 Licensure Fees (GenFund)	60,179.75	74,254.75	46,053.75	53,140.50	29,842.75	45,028.75	38,561.25	41,419.50	41,285.75	39,655.00	49,149.75	64,406.25			582,978
<b>Expenditures</b>															
101 Personal Services	68,313.68	117,136.94	192,754.77	101,882.80	116,397.55	116,332.53	120,501.39	120,470.60	189,831.87	121,544.42	102,583.76	171,625.37	50,000.00		1,539,376
202 In-State Travel	134.25	134.35	1,821.45	2,103.43	1,688.24	303.91	2,437.95	2,616.40	578.38	2,875.61	2,757.06	1,201.53			18,653
203 Assigned Vehicle	20.01	302.51	243.48	482.12	707.19	175.91	245.73	99.44	415.29	1,772.49	169.66	3,163.67	3,000.00		7,798
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	636.00	276.00		4,236
205 Out-of-State Travel	-	-	-	2,930.10	1,391.16	256.09	-	-	-	-	1,427.20	4,355.63	360.00		10,360
301 Office Supplies	5,000.00	157.81	397.40	477.58	72.71	167.12	11.11	328.80	338.30	-	637.01	316.63	150.00		7,904
309 Printing & Binding	-	1,332.00	2,524.04	5,186.18	1,304.00	56.00	331.40	2,541.10	2,153.00	2,478.00	536.35	3,069.70			21,512
313 Postage	-	3,732.21	4,255.43	3,540.45	3,421.81	2,137.51	2,617.70	2,863.61	2,441.64	2,699.13	2,595.81	6,296.49	3,350.00		36,602
401 Communications	471.39	1,161.41	1,194.74	941.61	1,089.35	1,124.65	1,108.97	1,124.82	1,102.18	1,118.16	1,169.68	1,840.01	722.00		13,447
402 Rentals	1,410.00	309.78	75.00	-	328.37	56.41	-	-	-	-	500.00	-	-		2,680
405 Professional Services	-	100.00	120.00	652.70	6,182.08	176.29	648.66	671.26	-	705.03	812.29	1,150.56	780.00		11,219
406 Outside Services	-	380.76	1,914.92	2,297.70	2,249.78	451.00	1,787.94	25.00	1,966.74	346.21	1,406.85	143.47	110.00		12,970
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-		-
408 Advertising	1,229.02	-	-	-	-	-	-	-	-	-	-	-	-		1,229
409 Outside Repairs/Services	192.98	-	-	137.14	-	-	93.61	-	-	124.24	-	-	-		548
414 Other Agency Reimb	-	346.26	1,013.26	346.26	346.26	1,013.26	346.26	343.26	1,010.26	343.26	343.26	1,316.26	306.00		6,768
416 ITE Reimbursement	-	2,186.32	3,477.26	6,052.48	(4,296.13)	2,430.58	2,212.96	1,882.52	2,344.21	2,447.63	2,610.19	5,482.42	2,700.00		26,830
418 IT Contracted Services	-	-	-	-	-	-	200.00	-	-	-	-	-	-		200
432 Gov Trfr Attorney Gen	-	3,333.33	3,334.36	3,333.33	3,333.33	4,917.78	3,333.33	3,536.41	3,333.33	3,389.72	3,636.26	7,310.73	3,950.00		42,792
433 Gov Trfr Auditor	-	-	-	-	-	96.14	-	116.49	-	-	41.72	-	-		254
434 Gov Trfr Other Agencies	-	-	48,581.00	27,020.74	6,019.19	42,998.00	48,149.00	20,765.49	24,764.00	20,338.52	27,292.14	56,614.00	30,000.00		322,542
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	900.00	-	-		900
503 Equipment Non-Inventory	-	-	-	-	-	-	-	-	-	-	-	-	-		-
510 IT Equipment & Software	17,821.00	10,208.00	181.00	-	-	840.00	2,532.76	3,235.87	2,459.02	-	3,813.06	19,003.88	-		60,095
602 SWICAP/Other Expense	-	-	701.88	714.38	440.91	863.44	-	989.22	-	384.49	418.32	1,420.79	490.00		5,933
<b>Total Expenditures</b>	<b>94,592.33</b>	<b>141,181.68</b>	<b>262,949.99</b>	<b>158,459.00</b>	<b>141,035.80</b>	<b>174,756.62</b>	<b>186,918.77</b>	<b>161,970.29</b>	<b>233,098.22</b>	<b>160,926.91</b>	<b>154,010.62</b>	<b>284,947.14</b>	<b>96,194.00</b>		<b>2,154,847</b>
Excess (Deficiency) of															
Revenue over Expenditures	111,816.92	116,123.57	(94,121.49)	41,785.50	(33,899.30)	11,900.63	(53,665.02)	516.21	(83,553.97)	(14,017.91)	29,116.63	(58,680.39)	(96,194.00)		(26,679)
Beginning Cash Balance	100,000.00	211,816.92	1,404,149.75	1,310,092.01	1,351,877.51	1,318,041.96	1,329,842.59	1,276,277.57	1,276,793.78	1,193,239.81	1,179,221.90	1,208,338.53	1,149,658.14		
Ending Cash Balance	<u>211,816.92</u>	<u>1,404,149.75</u>	<u>1,310,092.01</u>	<u>1,351,877.51</u>	<u>1,318,041.96</u>	<u>1,329,842.59</u>	<u>1,276,277.57</u>	<u>1,276,793.78</u>	<u>1,193,239.81</u>	<u>1,179,221.90</u>	<u>1,208,338.53</u>	<u>1,149,658.14</u>			<u>(26,551)</u>

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
		Brought Fwd not included															
153	234	Licensure Fees % - Other Agcy	-	-	63.75	-	63.75	-	-	-	-	-	-	-	-	-	127.50
154	401	Licensure Fees %	182,151.25	224,507.25	139,162.50	160,516.50	90,340.50	136,049.25	117,003.75	125,124.50	124,909.25	119,934.00	148,560.25	197,718.75	-	-	1,765,977.75
154	704	DCI Check Fee	24,258.00	32,798.00	29,666.00	39,728.00	16,796.00	50,608.00	16,250.00	37,362.00	24,635.00	26,975.00	34,567.00	28,548.00	-	-	362,191.00
Gen Fund	401	Licensure Fees	60,179.75	74,254.75	46,053.75	53,140.50	29,842.75	45,028.75	38,561.25	41,419.50	41,285.75	39,655.00	49,149.75	64,406.25	-	-	582,977.75
		Net Receipts	<u>266,589.00</u>	<u>331,560.00</u>	<u>214,946.00</u>	<u>253,385.00</u>	<u>137,043.00</u>	<u>231,666.00</u>	<u>171,815.00</u>	<u>203,906.00</u>	<u>190,830.00</u>	<u>186,564.00</u>	<u>232,277.00</u>	<u>290,673.00</u>	-	-	<u>2,711,274.00</u>
0914	401	Refunds	50.00	-	465.00	380.00	1,700.00	1,120.00	895.00	847.00	410.00	1,175.00	845.00	1,280.00	-	-	9,167.00

**Obligations vs. Budget Report**  
**Budget Fiscal Year: 2015**

	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent
<b>Resources:</b>				
Balance Forward	\$ 1,176,209	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 1,765,978	\$ 1,735,513		
704 Other	\$ 362,191	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 3,304,378</b>	<b>\$ 3,271,722</b>	<b>\$ 1,143,553</b>	<b>65%</b>
<i>(Total Revenue)</i>	<u><u>\$ 2,128,169</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 1,539,376	\$ 1,533,123	\$ (6,253)	<b>100%</b>
202 In-State Travel	\$ 18,653	\$ 25,000	\$ 6,347	<b>75%</b>
203 Assigned Vehicle	\$ 7,798	\$ 5,000	\$ (2,798)	<b>156%</b>
204 Vehicle Depreciation	\$ 4,236	\$ 4,000	\$ (236)	<b>106%</b>
205 Out-of-State Travel	\$ 10,360	\$ 20,000	\$ 9,640	<b>52%</b>
301 Office supplies	\$ 7,904	\$ 12,000	\$ 4,096	<b>66%</b>
309 Printing & Binding	\$ 21,512	\$ 15,000	\$ (6,512)	<b>143%</b>
313 Postage	\$ 36,602	\$ 38,000	\$ 1,398	<b>96%</b>
401 ICN/Communications	\$ 13,447	\$ 15,000	\$ 1,553	<b>90%</b>
402 Rentals	\$ 2,680	\$ 3,500	\$ 820	<b>77%</b>
405 Professional Services	\$ 11,219	\$ 26,000	\$ 14,781	<b>43%</b>
406 Outside Services	\$ 12,970	\$ 5,000	\$ (7,970)	<b>259%</b>
407 Trans to Other agency	\$ -	\$ -	\$ -	<b>#DIV/0!</b>
408 Advertising	\$ 1,229	\$ 3,000	\$ 1,771	<b>41%</b>
409 Outside Repairs/Ser	\$ 548	\$ 4,000	\$ 3,452	<b>14%</b>
414 Other Agency Reimb	\$ 6,768	\$ 12,000	\$ 5,232	<b>56%</b>
416 ITD Reimbursement	\$ 26,830	\$ 22,000	\$ (4,830)	<b>122%</b>
418 IT Contracted services	\$ 200	\$ 100,000	\$ 99,800	<b>0%</b>
432 Gov Transfer AG	\$ 42,792	\$ 41,000	\$ (1,792)	<b>104%</b>
433 Gov Transfer Auditor	\$ 254	\$ 8,000	\$ 7,746	<b>3%</b>
434 Gov Trans Other Agency	\$ 322,542	\$ 360,000	\$ 37,458	<b>90%</b>
502 Equipment Inventory	\$ 900	\$ 3,100	\$ 2,200	<b>29%</b>
503 Equipment Non-Inven	\$ -	\$ 19,000	\$ 19,000	<b>0%</b>
510 IT Equipment	\$ 60,095	\$ 60,000	\$ (95)	<b>100%</b>
602 SWICAP	\$ 5,933	\$ 20,000	\$ 14,067	<b>30%</b>
705 Refunds	\$ 9,167	\$ 8,000	\$ (1,167)	<b>115%</b>
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 2,164,014</b>	<b>\$ 2,361,723</b>	<b>\$ 197,709</b>	<b>92%</b>
<i>Revenue Less Expenditures</i>	<u><u>\$ (35,846)</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
<b>FY 2015 Actual</b>	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	
<b>FY 2014 Actual</b>	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	
<b>FY 2013 Actual</b>	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	
<b>FY 2012 Actual</b>	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	
<b>FY 2011 Actual</b>	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	
<b>FY 2010 Actual</b>	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	
<b>FY 2009 Actual</b>	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	
<b>FY 2008 Actual</b>	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	
<b>FY 2007 Actual</b>	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	
<b>FY 2006 Actual</b>	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	
<b>FY 2005 Actual</b>	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	
<b>FY 2004 Actual</b>	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	
<b>Proj FY15 for Budget</b>	2,489	3,057	2,287	2,215	1,696	1,705	1,884	2,103	2,210	1,892	2,271	2,902	27,281
<i>Running Total</i>	2,489	5,546	7,833	10,048	11,743	13,448	15,332	17,435	19,644	21,537	23,808	26,710	

**FY 2015 Actual Number of Transactions Processed per Month**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	32	41	20	20	16	9	32	12	26	25	32	22	287
Late Fees - online	23	21	8	5	3	7	8	7	10	9	9	7	117
Master Ed - Online	127	139	95	83	78	77	105	72	82	78	108	140	1,184
Prof Adm - Online	19	10	15	14	10	19	19	6	18	9	20	20	179
Prof Service License	5	8	5	2	3	8	7	6	4	8	9	6	71
Standard Lic - Online	270	252	154	147	154	154	210	154	160	144	201	224	2,224
Background	259	382	374	533	214	712	171	589	369	395	495	411	4,904
Background in Office	113	127	90	51	41	58	66	0	0	0	0	0	546
Initial Teacher lic	192	254	287	422	103	633	174	429	201	218	367	178	3,458
Extended Initial	16	31	20	34	21	36	41	45	35	17	24	20	340
Standard License	259	419	217	171	133	145	138	158	168	146	181	344	2,479
Master Ed	180	195	190	140	96	161	164	152	158	150	167	199	1,952
Professional Adm	125	75	79	73	54	58	75	61	51	53	73	108	885
Coach Authorization	315	501	267	316	225	198	225	269	334	261	205	249	3,365
Substitute License	123	207	151	147	93	80	119	106	88	87	73	109	1,383
Substitute Auth	57	107	114	82	67	63	80	79	72	74	47	73	915
Endorsement	204	288	108	116	54	121	132	134	82	82	211	245	1,777
Duplicate Lic	31	29	14	18	5	11	15	11	18	17	5	10	184
Tx Evaluation	196	180	89	97	53	68	63	107	127	120	122	175	1,397
Late Payment	117	191	100	346	124	84	61	88	83	82	65	49	1,390
Out-of-slate T or A	150	125	68	76	41	65	58	74	84	75	71	123	1,010
Out-of-country	1	0	2	8	0	1	1	1	4	5	2	2	27
BTW Driving Instr	13	10	3	5	13	28	11	22	17	18	20	11	171
Class A	266	89	119	126	78	103	124	94	129	169	313	501	2,111
Class B	255	306	105	142	41	29	24	15	28	38	60	165	1,208
Class E	37	54	25	30	10	8	4	9	17	19	36	56	305
Class G	1	3	5	2	2	0	0	0	1	2	4	4	24
Coach Auth Extend	7	14	5	8	4	4	4	3	4	6	2	2	63
Evaluator (New)	0	6	0	0	0	0	0	0	0	0	1	0	7
Initial Admn Lic	0	11	11	1	0	0	0	4	2	0	1	5	35
Extended initial Adm	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech	3	2	4	1	2	2	2	1	0	2	1	2	22
Paraeducator	143	114	72	42	59	110	43	36	29	57	56	99	860
Para Add Con	15	28	3	3	5	9	4	3	1	7	18	21	117
Orientation & Mobility	0	0	0	0	0	0	0	1	0	0	0	1	2
SPR	18	28	15	15	6	11	14	24	18	19	22	24	214
Teacher Intern Lic	7	6	1	2	0	0	0	0	0	0	4	5	25
Initial Prof Service	2	11	1	0	0	0	0	4	1	2	4	7	32
Professional Service	21	13	19	9	11	6	14	8	8	11	16	29	165
PSL - Class A	2	0	0	1	0	0	0	1	0	2	1	4	11
PSL - Class B	0	0	0	0	0	0	0	0	0	0	0	0	0
IPREP-Portfolio Review	1	0	0	0	0	0	0	0	1	2	0	0	4
SBO	0	2	6	4	9	12	11	22	25	20	24	29	164
Native Language Authorization	0	1	1	0	0	0	0	0	1	0	2	2	7
SAM	2	4	1	8	6	0	1	0	0	0	0	1	23
IJAG Authorization	0	1	6	3	0	1	1	0	6	2	1	7	28
Activities Admin. Auth.							3	7	3	1	1	2	17
Over Payment	5	4	4	5	3	2	1	2	0	4	0	0	30
<b>Total # Licenses Issued</b>	<b>3,095</b>	<b>3,564</b>	<b>2,297</b>	<b>2,368</b>	<b>1,452</b>	<b>2,230</b>	<b>1,918</b>	<b>1,717</b>	<b>2,003</b>	<b>1,946</b>	<b>2,505</b>	<b>3,224</b>	<b>28,732</b>

July      Aug      Sept      Oct      Nov      Dec      Jan      Feb      Mar      Apr      May      June      Total Issued

**FY 2015 Actual Revenue for each Transaction Processed**

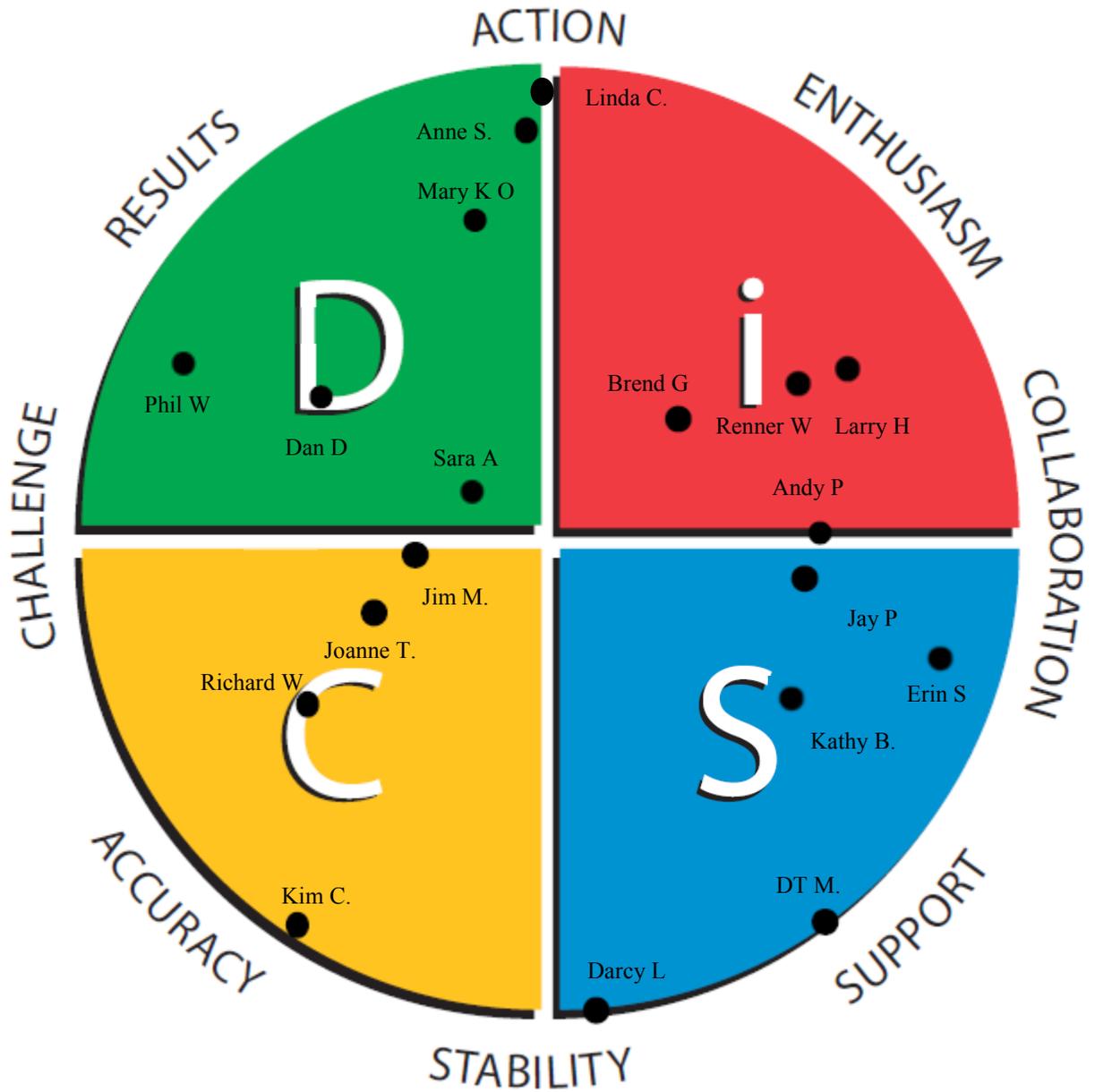
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Duplicate Lic - Online	\$ 576	\$ 738	\$ 360	\$ 360	\$ 288	\$ 162	\$ 576	\$ 216	\$ 468	\$ 450	\$ 576	\$ 396	\$ 5,166
Late Fees - online	\$ 1,200	\$ 1,125	\$ 550	\$ 425	\$ 200	\$ 175	\$ 325	\$ 300	\$ 725	\$ 725	\$ 825	\$ 425	\$ 7,000
Master Ed - Online	\$ 11,172	\$ 12,232	\$ 8,360	\$ 7,304	\$ 6,864	\$ 6,776	\$ 9,240	\$ 6,336	\$ 7,216	\$ 6,864	\$ 9,504	\$ 12,320	\$ 104,192
Prof Adm - Online	\$ 1,672	\$ 880	\$ 1,320	\$ 1,232	\$ 880	\$ 1,672	\$ 1,672	\$ 528	\$ 1,584	\$ 792	\$ 1,757	\$ 1,760	\$ 15,749
Prof Service License	\$ 440	\$ 704	\$ 440	\$ 176	\$ 264	\$ 704	\$ 616	\$ 528	\$ 352	\$ 704	\$ 792	\$ 528	\$ 6,248
Standard Lic - Online	\$ 23,760	\$ 22,176	\$ 13,552	\$ 12,936	\$ 13,552	\$ 13,552	\$ 18,480	\$ 13,552	\$ 14,080	\$ 12,672	\$ 17,688	\$ 19,712	\$ 195,712
Background	\$ 16,848.00	\$ 24,842.00	\$ 24,310.00	\$ 34,645.00	\$ 13,897	\$ 46,267	\$ 11,115	\$ 38,259	\$ 23,985	\$ 25,675	\$ 32,162	\$ 26,728	\$ 318,733
Background in Office	\$ 5,876.00	\$ 6,604.00	\$ 4,680.00	\$ 2,652.00	\$ 2,132	\$ 3,016	\$ 3,432	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,392
Initial Teacher lic	\$ 16,320.00	\$ 21,585.00	\$ 24,395.00	\$ 35,850.00	\$ 8,755	\$ 53,845	\$ 14,790	\$ 36,465	\$ 17,110	\$ 18,530	\$ 31,195	\$ 15,165	\$ 294,005
Extended initial	\$ 400.00	\$ 775.00	\$ 500.00	\$ 850.00	\$ 525	\$ 900	\$ 1,025	\$ 1,125	\$ 875	\$ 425	\$ 600	\$ 500	\$ 8,500
Standard License	\$ 22,015.00	\$ 35,620.00	\$ 18,440.00	\$ 14,540.00	\$ 11,305	\$ 12,325	\$ 11,730	\$ 13,425	\$ 14,300	\$ 12,410	\$ 15,385	\$ 29,240	\$ 210,735
Master Ed	\$ 15,300.00	\$ 16,575.00	\$ 16,150.00	\$ 11,900.00	\$ 8,160	\$ 13,685	\$ 13,935	\$ 12,920	\$ 13,430	\$ 12,750	\$ 14,200	\$ 16,940	\$ 165,945
Professional Adm	\$ 10,625.00	\$ 6,375.00	\$ 6,715.00	\$ 6,195.00	\$ 4,590	\$ 4,930	\$ 6,375	\$ 5,185	\$ 4,335	\$ 4,505	\$ 6,170	\$ 9,180	\$ 75,180
Coach Authorization	\$ 26,790.00	\$ 42,603.00	\$ 22,660.00	\$ 26,890.00	\$ 19,125	\$ 16,790	\$ 19,125	\$ 22,845	\$ 28,370	\$ 22,145	\$ 17,420	\$ 21,125	\$ 285,888
Substitute License	\$ 10,455.00	\$ 17,595.00	\$ 12,835.00	\$ 12,495.00	\$ 7,905	\$ 6,800	\$ 10,115	\$ 9,010	\$ 7,480	\$ 7,395	\$ 6,205	\$ 9,265	\$ 117,555
Substitute Auth	\$ 4,845.00	\$ 9,095.00	\$ 9,685.00	\$ 6,970.00	\$ 5,695	\$ 5,355	\$ 6,800	\$ 6,715	\$ 6,120	\$ 6,290	\$ 3,995	\$ 6,205	\$ 77,770
Endorsement	\$ 10,200.00	\$ 14,400.00	\$ 5,375.00	\$ 5,785.00	\$ 2,700	\$ 6,060	\$ 6,600	\$ 6,700	\$ 4,100	\$ 4,100	\$ 10,550	\$ 12,250	\$ 88,820
Duplicate Lic	\$ 465.00	\$ 435.00	\$ 210.00	\$ 270.00	\$ 75	\$ 165	\$ 225	\$ 165	\$ 270	\$ 255	\$ 75	\$ 150	\$ 2,760
Tx Evaluation	\$ 11,740.00	\$ 10,773.00	\$ 5,340.00	\$ 5,820.00	\$ 3,180	\$ 4,080	\$ 3,780	\$ 6,420	\$ 7,630	\$ 7,230	\$ 7,320	\$ 10,500	\$ 83,813
Late Payment	\$ 2,920.00	\$ 4,770.00	\$ 2,505.00	\$ 8,645.00	\$ 3,100	\$ 2,090	\$ 1,515	\$ 2,190	\$ 2,085	\$ 2,045	\$ 1,625	\$ 1,215	\$ 34,705
Out-of-state T or A	\$ 12,785.00	\$ 10,640.00	\$ 5,780.00	\$ 6,460.00	\$ 3,484	\$ 5,525	\$ 4,930	\$ 6,310	\$ 7,140	\$ 6,375	\$ 6,055	\$ 10,485	\$ 85,969
Out-of-country	\$ 85.00	\$ -	\$ 170.00	\$ 680.00	\$ -	\$ 85	\$ 85	\$ 85	\$ 340	\$ 425	\$ 170	\$ 170	\$ 2,295
BTW Driving Instr	\$ 520.00	\$ 400.00	\$ 120.00	\$ 200.00	\$ 520	\$ 1,120	\$ 440	\$ 880	\$ 680	\$ 720	\$ 800	\$ 440	\$ 6,840
Class A	\$ 22,610.00	\$ 7,565.00	\$ 10,115.00	\$ 10,710.00	\$ 6,630	\$ 8,755	\$ 10,540	\$ 7,990	\$ 10,965	\$ 14,365	\$ 26,605	\$ 42,610	\$ 179,460
Class B	\$ 21,675.00	\$ 25,985.00	\$ 8,890.00	\$ 12,070.00	\$ 3,510	\$ 2,465	\$ 2,040	\$ 1,275	\$ 2,375	\$ 3,230	\$ 5,100	\$ 14,025	\$ 102,640
Class E	\$ 5,505.00	\$ 8,110.00	\$ 3,785.00	\$ 4,480.00	\$ 1,480	\$ 1,230	\$ 670	\$ 1,330	\$ 2,595	\$ 2,830	\$ 5,335	\$ 8,360	\$ 45,710
Class G	\$ 85.00	\$ 255.00	\$ 425.00	\$ 170.00	\$ 170	\$ -	\$ -	\$ -	\$ 85	\$ 170	\$ 340	\$ 340	\$ 2,040
Coach Auth Extend	\$ 280.00	\$ 550.00	\$ 200.00	\$ 320.00	\$ 160	\$ 160	\$ 160	\$ 120	\$ 160	\$ 230	\$ 80	\$ 80	\$ 2,500
Evaluator (New)	\$ -	\$ 510.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 595
Initial Admn Lic	\$ -	\$ 935.00	\$ 935.00	\$ 85.00	\$ -	\$ -	\$ -	\$ 340	\$ 170	\$ -	\$ 85	\$ 425	\$ 2,975
Extended initial Adm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Career & Tech	\$ 255.00	\$ 170.00	\$ 340.00	\$ 85.00	\$ 170	\$ 170	\$ 170	\$ 85	\$ -	\$ 170	\$ 85	\$ 170	\$ 1,870
Paraeducator	\$ 5,720.00	\$ 4,560.00	\$ 2,880.00	\$ 1,680.00	\$ 2,360	\$ 4,400	\$ 1,705	\$ 1,440	\$ 1,160	\$ 2,280	\$ 2,240	\$ 3,960	\$ 34,385
Para Add Con	\$ 375.00	\$ 700.00	\$ 75.00	\$ 75.00	\$ 125	\$ 225	\$ 100	\$ 75	\$ 25	\$ 175	\$ 450	\$ 525	\$ 2,925
Orientation & Mobility	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ -	\$ 85	\$ 170
SPR	\$ 1,530.00	\$ 2,380.00	\$ 1,275.00	\$ 1,275.00	\$ 510	\$ 935	\$ 1,190	\$ 2,040	\$ 1,530	\$ 1,615	\$ 1,870	\$ 2,040	\$ 18,190
Teacher Intern Lic	\$ 875.00	\$ 750.00	\$ 125.00	\$ 250.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 465	\$ 675	\$ 3,140
Initial Prof Service	\$ 170.00	\$ 935.00	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ 340	\$ 85	\$ 170	\$ 340	\$ 595	\$ 2,720
Professional Service	\$ 1,785.00	\$ 1,105.00	\$ 1,615.00	\$ 765.00	\$ 935	\$ 510	\$ 1,190	\$ 680	\$ 680	\$ 935	\$ 1,395	\$ 2,465	\$ 14,060
PSL- Class A	\$ 170.00	\$ -	\$ -	\$ 85.00	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 170	\$ 85	\$ 340	\$ 935
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
IPREP-Portfolio Review	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 1,000	\$ -	\$ -	\$ 2,000
SBO	\$ -	\$ 170.00	\$ 510.00	\$ 335.00	\$ 765	\$ 1,020	\$ 935	\$ 1,870	\$ 2,125	\$ 1,700	\$ 2,040	\$ 2,465	\$ 13,935
Native Language Authorization	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 170	\$ 170	\$ 595
SAM	\$ 170.00	\$ 340.00	\$ 85.00	\$ 680.00	\$ 510	\$ -	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ 1,955
IJAG	\$ -	\$ 85.00	\$ 543.00	\$ 255.00	\$ -	\$ 85	\$ 85	\$ -	\$ 510	\$ 170	\$ 85	\$ 595	\$ 2,413
Activities Admin. Auth.							\$ 255	\$ 595	\$ 255	\$ 85	\$ 85	\$ 170	\$ 1,445
Over Payment	\$ 66.00	\$ 95.00	\$ 206.00	\$ 156.00	\$ 25.00	\$ 28.00	\$ 13.00	\$ 115.00	\$ -	\$ 99.00	\$ -	\$ -	\$ 803.00
Grand Total	\$ 268,784	\$ 316,227	\$ 216,626	\$ 236,756	\$ 134,546	\$ 226,062	\$ 166,064	\$ 208,624	\$ 185,980	\$ 182,876	\$ 232,009	\$ 284,879	\$ 2,659,433
Background Total	\$ 22,724	\$ 31,446	\$ 28,990	\$ 37,297	\$ 16,029	\$ 49,283	\$ 14,547	\$ 38,259	\$ 23,985	\$ 25,675	\$ 32,162	\$ 26,728	\$ 347,125
BoEE Revenue	\$ 184,545	\$ 213,586	\$ 140,727	\$ 149,594	\$ 88,888	\$ 132,584	\$ 113,638	\$ 127,774	\$ 121,496	\$ 117,901	\$ 149,885	\$ 193,613	\$ 1,734,231
General Fund Total	\$ 61,515	\$ 71,195	\$ 46,909	\$ 49,865	\$ 29,629	\$ 44,195	\$ 37,879	\$ 42,591	\$ 40,499	\$ 39,300	\$ 49,962	\$ 64,538	\$ 578,077
BoEE+GenFund	\$ 246,060	\$ 284,781	\$ 187,636	\$ 199,459	\$ 118,517	\$ 176,779	\$ 151,517	\$ 170,365	\$ 161,995	\$ 157,201	\$ 199,847	\$ 258,151	\$ 2,312,308
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

## July 1, 2014 – June 30, 2015 BOEE Accomplishments

- Teach Iowa responsibilities have been transferred to the DE.
- Joanne Tubbs continued to meet with the new teacher advisory group.
- Steve Mitchell and D.T. Magee met with a newly created coaches advisory group.
- D.T. Magee hosted Phil Rogers, Executive Director of NASDTEC.
- Joanne Tubbs and Greg Horstmann presented at SAI's new assistant principals, secondary principal, and elementary principals meetings.
- Joanne Tubbs, Darcy Lane and D.T. Magee presented at the SAI annual conference – two sessions this year!
- D.T. Magee worked with Market Rate Consulting to improve NASDTEC's technology environment.
- The BoEE staff pulled together to successfully navigate through a very busy July and August while being short on staff members.
- The BoEE staff set a record for number of transactions processed during July and January .
- The consultants met with AEA superintendent groups a minimum of once every two months.
- D.T. gave an ethics presentation to the Cedar Falls administrative team.
- D.T. gave a TeachIowa.gov presentation at IASB's Employee Relations Conference.
- D.T. met with the Cedar Rapids Education Association leadership team and Cedar Rapids CSD Administrative Team.
- New board members were taken through a board orientation.
- D.T. attended a NW AEA superintendents meeting.
- D.T. gave a presentation to 80 ISU students and faculty members regarding the new special education endorsement proposal.
- Several staff members attended the National Journal's The Next America Population 2043 Town Hall meeting at Drake University.
- Larry Hill, Darcy Lane, Joanne Tubbs, Renner Walker and D.T. attended the NASDTEC Professional Practices Institute from 10/28/14-10/30/14.
- D.T. gave a presentation at the AEA 267 DE mini summit on 11/5/2014.
- Mike Cavin traveled to Chicago to meet with Abe Reese from Front Line Technologies and attend a conference on "Supporting Great Teaching."
- All of the BoEE's legislative priorities were endorsed by the Governor's office.
- BoEE staff members attended IASB's annual convention.
- Dave met with representatives from the Waukee CAPS program.
- BoEE staff has been successfully checking the Iowa Courts Online system.
- Rule revisions were passed to expand the substitute authorization to the elementary level, create an AD Authorization, and create a permanent Native Language authorization.
- Darcy Lane was selected to serve on the NASDTEC Professional Practices Institute Committee.
- The professional practices results goals set by Darcy, Kim, Jim and D.T. for 2014 were all met.
- D.T. spoke at the Governor's weekly press conference on 1/12/2015 about the Military Exchange License and the BoEE's Home Base Iowa report.
- The board adopted the K-12 special education endorsement.
- D.T. led Teach Iowa/AppliTrack training sessions on 1/27/2015.

- D.T. attended the NASDTEC Ted Andrews Winter Symposium and winter board meeting
- The board approved a process for accepting mandatory trainings for a licensure renewal credit
- D.T. presented to the DE's Superintendent Advisory Committee regarding dean of students positions
- D.T. was a member of the DE's Career and Technical Education Task Force.
- Joanne and D.T. attended the UNI Career Fair.
- Dave attended the U of I Career Fair.
- Joanne attended the DMACC Career Fair.
- Sara, Laura, Richard, Darcy, Joanne and D.T. met with the ISEA leadership team.
- Joanne conducted a successful licensing audit in the Iowa City CSD.
- Joanne participated in a DE accreditation review of Kaplan University.
- Mary Lou gave a licensure and ethics presentation at the University of Iowa.
- Dave and D.T. staffed a booth at the annual ISFIS conference.
- The board held a special telephonic meeting on May 27 in order to meet statutory deadlines for several professional practices cases.
- Steve, Joanne and D.T. met with representatives from coaching authorization programs to discuss accreditation processes and requirements in Iowa Code and Iowa Administrative Code.
- Sara Arnold, Mary Lou Nosco, Joanne Tubbs, and D.T. Magee attended the 2015 NASDTEC Annual Conference.
- The annual board retreat was held in Ottumwa.
- The BoEE had another excellent year processing transactions in an efficient and effective manner.
- The Athletic Administrator Authorization license was approved in December of 2014. There have been 14 of these licenses approved as of June 30, 2015.
- Steve has an updated list of coaching authorization programs around Iowa and is putting together an accreditation review process and schedule.
- Steve has given presentations at coaching authorization programs at ICCC, SWCC, Hawkeye Tech, DMACC, Heartland AEA, Kirkwood, NICC, and IWCC.
- House File 123, dealing with the BoEE Executive Director, was signed into law by the Governor on March 5, 2015.
- Senate File 131, dealing with BoEE review of Iowa Courts Information System, was signed into law by the Governor on March 31, 2015.
- House File 12, dealing with an academic coaching endorsement, was opposed by the BoEE and failed to advance in the legislature.
- House File 451, dealing with special education endorsements, was opposed by the BoEE and failed to advance in the legislature.
- Mike taught a class for the Principal Leadership Academy in June on Ethics and Licensure.
- Mike worked with the Department of Education on Paraeducator Preparation Program Standards.
- Mike participated in the Equity Task Force with the Department of Education.
- Mike met with Human Resource Representatives from three of Iowa's AEAs (AEA 11, 267, and Grant Wood) to discuss future needs.

# BoEE DiSC Profiles





## **Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

*The professional educator demonstrates responsibility to oneself as an ethical professional by:*

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

*B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

*C. The professional educator promotes and advances the profession within and beyond the school community by:*

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations;  
and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

### **Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

*A. The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

*B. The professional educator demonstrates responsible use of data, materials, research and assessment by:*

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;

4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

*C. The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

**Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

*A. The professional educator respects the rights and dignity of students by:*

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional

educator ensures that the adult relationship was not started while the former student was in school.

*B. The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

*C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

**Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

*A. The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

*B. The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

*C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

*D. The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by:*

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

**Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

## Glossary

### Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

### District/school district:

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

### Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time<sup>1</sup>.

### Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for “professional educator.”

### Ethic of care:

Responding with compassion to the needs of students.

### Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

### Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from

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<sup>1</sup> <http://www.merriam-webster.com/dictionary/culture>

other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.<sup>2</sup>

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person’s family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.<sup>3</sup>

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<sup>2</sup> <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

<sup>3</sup> <http://edglossary.org/school-community/>

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

## ADOPTION MEMO

**Date:** August 7, 2015

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 20.5(2)f and 20.6(2)f

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The proposed amendments were published as ARC 2025C on June 10, 2015. The public hearing took place on July 1, 2015. No one attended the public hearing and no written comments have been received. The ARRC reviewed the proposed amendments at its meeting on July 14, 2015.

The Iowa Board of Educational Examiners, in collaboration with the Iowa Association of Colleges for Teacher Education, has created a proposal to revise the current system of earning a renewal unit for serving as a cooperating teacher. The proposal includes striking the current language and creating clearer guidelines for earning units as approved by the board. Cooperating teachers will still be able to earn renewal units for serving as a cooperating teacher, but now the colleges will issue the units directly.

### **282—20.5 (272) Specific renewal requirements for the standard license.**

**20.5(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.5(2)** Six units are needed for renewal. These units may be earned in any combination listed as follows:

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license.
- ~~*f.* One unit may be earned upon successful acquisition of three points from the following activities:~~
  - ~~(1) Mentoring a full-semester student teacher (12 or more weeks) is worth two points.~~
  - ~~(2) Mentoring a half-semester student teacher (less than 12 weeks) is worth one point.~~

- ~~(3) Mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point.~~
- ~~(4) Attending (from start to finish) a cooperating teachers' workshop in conjunction with mentoring a student teacher or practicum student is worth one point.~~
- ~~(5) Serving as a multiyear member of a teacher education program's advisory committee is worth one point.~~

**282—20.6 (272) Specific renewal requirements for a master educator license.**

**20.6(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.6(2)** Four units are needed for renewal. These units may be earned in any combination listed below:

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license.
- ~~*f.* One unit may be earned upon successful acquisition of three points from the following activities:~~
  - ~~(1) Mentoring a full semester student teacher (12 or more weeks) is worth two points.~~
  - ~~(2) Mentoring a half semester student teacher (less than 12 weeks) is worth one point.~~
  - ~~(3) Mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point.~~
  - ~~(4) Attending (from start to finish) a cooperating teachers' workshop in conjunction with mentoring a student teacher or practicum student is worth one point.~~
  - ~~(5) Serving as a multiyear member of a teacher education program's advisory committee is worth one point.~~

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(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 20, “Renewals,” Iowa Administrative Code.

The Board of Educational Examiners, in collaboration with the Iowa Association of Colleges for Teacher Education, proposes to revise the current system of earning a renewal unit for serving as a cooperating teacher. The proposed amendments strike the current language related to renewal units for cooperating teachers. In the future, renewal units will be awarded by the supervising institution pursuant to a new agreement between teacher preparation programs and the Board. A cooperating teacher will still be able to earn renewal units for serving as a cooperating teacher, but following adoption of these amendments, colleges will issue the units directly.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, July 3, 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](mailto: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, July 1, 2015, at 1 p.m. in Room 3 Southwest, Third Floor, 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(1)“a.”

The following amendments are proposed.

ITEM 1. Amend rule 282—20.5(272) as follows:

**282—20.5(272) Specific renewal requirements for the standard license.**

**20.5(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.5(2)** Six units are needed for renewal. These units may be earned in any combination listed as follows:

*a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master’s, specialist’s, or doctor’s degree program.

*b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

e. Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license.

~~f. One unit may be earned upon successful acquisition of three points from the following activities:~~

~~(1) Mentoring a full-semester student teacher (12 or more weeks) is worth two points.~~

~~(2) Mentoring a half-semester student teacher (less than 12 weeks) is worth one point.~~

~~(3) Mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point.~~

~~(4) Attending (from start to finish) a cooperating teachers' workshop in conjunction with mentoring a student teacher or practicum student is worth one point.~~

~~(5) Serving as a multiyear member of a teacher education program's advisory committee is worth one point.~~

ITEM 2. Amend rule 282—20.6(272) as follows:

**282—20.6(272) Specific renewal requirements for a master educator license.**

**20.6(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.6(2)** Four units are needed for renewal. These units may be earned in any combination listed below:

a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.

b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

e. Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or the master educator license.

~~f. One unit may be earned upon successful acquisition of three points from the following activities:~~

~~(1) Mentoring a full-semester student teacher (12 or more weeks) is worth two points.~~

~~(2) Mentoring a half-semester student teacher (less than 12 weeks) is worth one point.~~

~~(3) Mentoring a practicum student or practicum students (early field experience) equivalent to 60 contact hours (hours may be accrued over several semesters) is worth one point.~~

~~(4) Attending (from start to finish) a cooperating teachers' workshop in conjunction with mentoring a student teacher or practicum student is worth one point.~~

~~(5) Serving as a multiyear member of a teacher education program's advisory committee is worth one point.~~

## ADOPTION MEMO

**Date:** August 7, 2015

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 22

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The proposed amendments were published as ARC 2024C on June 10, 2015. The public hearing took place on July 1, 2015. No one attended the public hearing and no written comments have been received. The ARRC reviewed the proposed amendments at its meeting on July 14, 2015.

This language will provide the opportunity for a one-year extension of all authorization types found in Chapter 22.

**22.11(1) Extension.** For authorizations established in this chapter, a one-year extension may be issued if the applicant does not meet the requirements for conversion or renewal. The applicant shall secure the signature of their employer's superintendent or designee and shall submit all required materials before the extension will be issued. This one-year extension is non-renewable.

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 272.31, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 22, “Authorizations,” Iowa Administrative Code.

The proposed new rule would allow the holder of an authorization issued by the Board of Educational Examiners to receive a one-year, nonrenewable extension of that authorization with the approval of the employer’s superintendent or designee. This extension would be available for persons who have not completed all of the authorization renewal requirements due to unique or extenuating circumstances. The Board’s rules provide this option for holders of other types of certification, including teacher licenses and administrator licenses.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, July 3, 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](mailto: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, July 1, 2015, at 1 p.m. in Room 3 Southwest, Third Floor, 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 272.31.

The following amendment is proposed.

Adopt the following **new** rule 282—22.11(272):

**282—22.11(272) Extension.** For authorizations established in this chapter, a one-year extension may be issued if the applicant does not meet the requirements for authorization conversion or renewal. The applicant shall secure the signature of the superintendent or designee of the applicant’s employer and shall submit all required materials before the extension will be issued. This one-year extension is nonrenewable.

This rule is intended to implement Iowa Code section 272.31.

Administrative  
Rules  
Review  
Committee

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INTEROFFICE MEMORANDUM

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**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

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**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]

## NOTICE MEMO

**Date:** August 7, 2015

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 12 – Fee Increase

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The 2015 General Assembly passed legislation that transferred \$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 \$500,000 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 revenues in future fiscal years if fees 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 revenue generated: \$494,200 (An estimated revenue amount of \$2,800,000 was used with a fee increase percentage of 4.71%)

\$395,360 will remain with the BoEE (\*75% of licensure fees remain with the agency)

\$98,840 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>)

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~~ ~~\$100~~ unless otherwise specified below:

1. Class E emergency license shall be ~~\$150~~ ~~\$165~~.
2. Paraeducator certificate shall be ~~\$40~~ ~~\$55~~.
3. Behind-the-wheel authorization shall be ~~\$40~~ ~~\$55~~.

[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~~ ~~\$100~~ unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be ~~\$40~~ ~~\$55~~.
2. The renewal of the behind-the-wheel authorization shall be ~~\$40~~ ~~\$55~~.
3. A one-year extension for renewal of a coaching authorization shall be ~~\$40~~ ~~\$55~~.
4. A one-year extension of the initial license shall be ~~\$25~~ ~~\$40~~. 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~~ ~~\$40~~ 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~~ ~~\$75~~ evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable ~~\$60~~ ~~\$75~~ 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~~ ~~\$65~~. The fee for each additional endorsement added to a paraeducator certificate shall be ~~\$25~~ ~~\$40~~.

**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~~ ~~\$75~~ 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~~ ~~\$30~~.

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

**282—12.6(272) Late fees.**

**12.6(1)** An additional fee of ~~\$25~~ ~~\$40~~ per calendar month, not to exceed ~~\$150~~ ~~\$240~~, 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~~ ~~\$40~~ per calendar month, not to exceed

~~\$150~~ ~~\$240~~, 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~~ ~~\$115~~ per calendar month, not to exceed ~~\$500~~ ~~\$575~~, 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~~ ~~\$515~~.

**12.8(2)** For content endorsement, the portfolio review and evaluation fee shall be ~~\$250~~ ~~\$265~~.

[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]

## NOTICE MEMO

**Date:** August 7, 2015

**To:** Board Members

**From:** Duane T. Magee, Executive Director

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

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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.

**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.**

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**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.

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**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.~~**

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**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.

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**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 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 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 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 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>.

*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.

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**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.**

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**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.**

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**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

## DISCUSSION MEMO

**Date:** August 7, 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

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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.

**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

Date: August 7, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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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:** Jeffrey Maskevich

**License:** Folder # 1022917

Maskevich applied for a substitute authorization. His application was received on June 22, 2015. Board staff subsequently informed him the substitute authorization rule requires a baccalaureate degree from a regionally accredited institution, which he does not have.

**Reason for Waiver:** The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Maskevich attended Iowa State University but did not receive a degree from that institution. He later attended Sangre de Cristo Seminary in Westcliffe, CO, where he completed 105 semester credit hours and obtained a degree in Biblical Studies.

**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.**

**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 or higher from a college that is accredited by a religious accrediting agency. Sangre de Cristo Seminary is accredited by the Association of Reformed and Theological Seminaries.

**Hardship:** Maskevich states in his petition that failure to grant the waiver “would hinder the opportunity to provide for [his] family.”

**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 Maskevich’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.

**MODEL MOTIONS:**

**GRANT THE WAIVER:** I move that the board issue an order finding that the criteria in rule 282—6.4 have been met and granting Petition for Waiver number 15-10.

**DENY THE WAIVER:** I move that the board deny Petition for Waiver number 15-10 because the petition has not provided clear and convincing evidence of the following criteria:

- The application of the rule would impose an undue hardship on the person for whom the waiver is requested.
- The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person.
- The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law.
- 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.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Date: August 7, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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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:** Jean Lin Hussey

**License:** Folder # 988329

Hussey does not currently hold any form of BOEE licensure.

**Reason for Waiver:** The rule regarding the preliminary native language teaching authorization requires the applicant to provide verification of passing the mandated assessment in the content area of the applicant's native language. Hussey has not passed this exam and therefore seeks a waiver of the assessment requirement.

**Rule Citation:**

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

...

**22.5(3) Requirements.**

...

**g. Assessment of native language. The applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education. The cut score may not be waived by the board.**

**Staff recommendation:** As with Hussey's previous petition for waiver, PFW 14-05, the staff recommendation is to deny the waiver. When the board adopted the rule creating the preliminary native language teaching authorization, it demonstrated a strong commitment to the selected assessment as the one required measure of content knowledge by stating in the rule, "[t]he cut score may not be waived by the board." While the board does have statutory authority to waive administrative rules not mandated by statute, it must carefully consider the implications of the precedent such a waiver would set.

**Hardship:** The petition notes that, unless the rule is waived, Hussey will continue to be unable to serve as a licensed teacher of Chinese language. The board must determine whether this hardship is undue in light of the circumstances presented.

**Prejudice to Others:** There have been no waiver requests to date regarding the rule in question. The waiver request noted in the petition related to the international exchange license. That license requires the applicant to have completed a teacher preparation program in their native country and traveled to the United States as a participant in a teacher exchange program. The international exchange license is limited in duration, and if the holder wishes to continue teaching in the United States beyond the term of the international exchange license he or she must meet all requirements for full teacher licensure, including passing the mandated assessments.

The petition states that granting the waiver would not prejudice the substantial legal rights of others and would be consistent with the board's adopted belief statements.

**Safety and welfare of others:** See the petition for information related to this factor. Hussey states in the petition that a waiver of the rule in question would not compromise public health, safety, and welfare, and would in fact enhance student welfare by providing an opportunity to learn from a native Chinese speaker and enhancing the diversity of the Iowa teaching force.

**MODEL MOTIONS:**

**GRANT THE WAIVER:** I move that the board issue an order finding that the criteria in rule 282—6.4 have been met and granting Petition for Waiver number 15-11.

**DENY THE WAIVER:** I move that the board deny Petition for Waiver number 15-11 because the petition has not provided clear and convincing evidence of the following criteria:

- The application of the rule would impose an undue hardship on the person for whom the waiver is requested.
- The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person.
- The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law.
- 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.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Date: August 7, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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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:** Eric Boge

**License:** Folder # 337903

Boge holds a master educator license with endorsements in World History, Psychology, Sociology, and Instructional Strategist I: Mild/Moderate.

**Reason for Waiver:** Boge is requesting a waiver of the coursework required to obtain the Instruction Strategist II endorsement.

**Rule Citation:** In his petition, Boge cites Iowa Code sections he would like the board to waive. The board cannot waive statutory requirements. It is most likely that Boge intended to request the board waive rule 282—14.2(3), which sets forth the requirements for the Instructional Strategist II endorsement.

**Staff recommendation:** Deny the waiver.

**Hardship:** Boge state in his petition that imposing the requirements of the rule would cause “mental anguish leave.” He also states that he is “being held to an unjust legislation in order to retain [his] job.”

**Prejudice to Others:** Boge does not cite any similar waiver petitions. He does not address in his petition whether the legal rights any others would be affected, but does state that the ramifications of granting the waiver would be “[a] stress free teacher!”

**Safety and welfare of others:** In response to the question addressing this factor on his petition for waiver form, Boge states, “Ridiculous questions! This situation is about me and not the students.”

**MODEL MOTIONS:**

**GRANT THE WAIVER:** I move that the board issue an order finding that the criteria in rule 282—6.4 have been met and granting Petition for Waiver number 15-12.

**DENY THE WAIVER:** I move that the board deny Petition for Waiver number 15-12 because the petition has not provided clear and convincing evidence of the following criteria:

- The application of the rule would impose an undue hardship on the person for whom the waiver is requested.
- The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person.
- The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute of another provision of law.
- 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.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Date: August 7, 2015

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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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:** John Klaessy

**License:** Folder # 811154

Klaessy holds a coaching authorization, substitute authorization, and teacher intern license. His teacher intern license will expire on July 31, 2015.

**Reason for Waiver:** Klaessy had lined up a co-teaching opportunity to meet the internship requirement of the teacher intern program during the 2014-2015 school year, but the cooperating teacher then backed out due to a change in circumstances. Klaessy now has another offer to co-teach and meet the program requirement during the upcoming school year. However, the rules do not allow for an extension of the teacher intern license under the circumstances.

### **Rule Citation:**

282—13.9(2) *Term.* The term of the teacher intern license will be one school year. This license is nonrenewable. . . .

282—13.9(8) *Requirements to extend the teacher intern license if the teacher intern does not complete all of the education coursework during the term of the teacher intern license.*

a. A one-year extension of the teacher intern license may be issued upon application provided that the teacher intern has met both of the following requirements:

- (1) Successful completion of 160 days of teaching experience during the teacher internship.
- (2) Verification by the recommending official at the approved teacher intern program that the teacher intern has not completed all of the coursework required for the initial license.

**Staff recommendation:** Grant the waiver.

**Hardship:** If the waiver is not granted, Klaessy notes that he will have no option to complete the teacher intern program and he will have to return to a traditional teacher preparation program.

**Prejudice to Others:** The board has not reviewed any similar petitions for waiver. Klaessy states that his situation is unique and would not prejudice the substantial legal rights of any other person. Also, The Iowa intern program coordinators are working collaboratively with the Iowa Department of Education to revise the administrative rules regarding such programs, and the proposed changes, in their current form, would alleviate this particular problem for future candidates.

**Safety and welfare of others:** Klaessy notes that he has been working successfully in the district where he hopes to complete his co-teaching requirement as a coach and substitute teacher.

**MODEL MOTIONS:**

**GRANT THE WAIVER:** I move that the board issue an order finding that the criteria in rule 282—6.4 have been met and granting Petition for Waiver number 15-13.

**DENY THE WAIVER:** I move that the board deny Petition for Waiver number 15-13 because the petition has not provided clear and convincing evidence of the following criteria:

- The application of the rule would impose an undue hardship on the person for whom the waiver is requested.
- The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person.
- The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute of another provision of law.
- 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.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

## APPROVAL MEMO

**Date:** August 7, 2015

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** CTE Authorizations

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The BoEE staff is recommending that the board formally approve the list of Career and Technical Education authorization areas as identified by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC). Below is a description, which can be found on NASDCTEC's web site: <http://www.careertech.org/who-we-are>

The National Association of State Directors of Career Technical Education Consortium (NASDCTEC) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult Career Technical Education (CTE) across the nation. NASDCTEC's vision is to support an innovative CTE system that prepares individuals to succeed in education and their careers and poises the United States to flourish in a global, dynamic economy through leadership, advocacy and partnerships. - See more at: <http://www.careertech.org/who-we-are#sthash.QljOWmrX.dpuf>

Here are the recommended CTE Authorization areas (\*new authorizations):

<u>CTE Cluster</u>	<u>Area(s)</u>	<u>Corresponding CTE Teaching Endorsement #</u>	<u>Courses Approved to Teach</u>
<i>Agriculture: Food and Natural Resources</i>	<b>*Agribusiness</b>	(new) 5-12 Agribusiness	Agribusiness, Crop Management, Ag Marketing, Livestock Buying/Selling, Agricultural Sales
<i>Agriculture: Food and Natural Resources</i>	<b>Power Structure-Ag. Mechanics</b>	387 5-12 Small Engine Repair, 368 5-12 Welding	Ag Welding, Tractor Repair
<i>Agriculture: Food and Natural Resources</i>	<b>Plant Systems</b>	384 5-12 Horticulture	All Horticulture, Crop Management, Plant Genetics, Greenhouse Management, Golf Course Horticulture, Forestry
<i>Agriculture: Food and Natural Resources</i>	<b>Crop and Animal Production</b>	383- 5-12 Production Ag	Plant Production, Animal Production
<i>Agriculture: Food and Natural Resources</i>	<b>*Animal Systems</b>	5-12 Animal Systems	Animal Production, Animal Genetics, Aquaculture

<b><u>CTE Cluster</u></b>	<b><u>Area(s)</u></b>	<b><u>Corresponding CTE Teaching Endorsement #</u></b>	<b><u>Courses Approved to Teach</u></b>
<i>Agriculture: Food and Natural Resources</i>	<b>*Veterinarian Occupations</b>	(new) 5-12 Veterinarian Occupations	Veterinarian Occupations
<i>Agriculture: Food and Natural Resources</i>	<b>*Food Products &amp; Processing</b>	(new) 5-12 Food Products & Processing	Aquaculture, Meat Grading
<i>Agriculture: Food and Natural Resources</i>	<b>*Natural Resource/ Environmental Systems</b>	(new) 5-12 Environmental Systems	Wind Power, Water Quality Monitoring, Fisheries, Intro to Fish & Game Enforcement, Environment Health & Safety, Solid Waste Disposal, Environmental Engineering
<i>Architecture, Construction, and Manufacturing</i>	<b>Building Trades</b>	370 5-12 Building Trades, 372 5-12 Carpentry	Carpentry, Framing, Drywall, Concrete, Roofing
<i>Architecture, Construction, and Manufacturing</i>	<b>*Masonry</b>	(new) 5-12 Masonry	Masonry
<i>Architecture, Construction, and Manufacturing</i>	<b>Cabinet Making</b>	379 5-12 Cabinet Making	Cabinet Making
<i>Architecture, Construction, and Manufacturing</i>	<b>Electrical</b>	377 5-12 Electricity	Electricity, Wiring, Circuits, Energy/Power
<i>Architecture, Construction, and Manufacturing</i>	<b>HVAC</b>	370 5-12 Building Trades, 362 5-12 Refrigeration/Air Conditioning	Power Systems, Refrigeration, Air Conditioning, Heating Systems, Cooling Systems, Renewable Energy Installation, Energy Efficiency
<i>Architecture, Construction, and Manufacturing</i>	<b>Plumbing</b>	370 5-12 Building Trades, 362 5-12 Refrigeration/Air Conditioning	Plumbing, Plumbing and Heating, AC Plumbing and Heating
<i>Architecture, Construction, and Manufacturing</i>	<b>Maintenance</b>	342 5-12 Building and Home Maintenance	Hazardous Materials, Building and Home Maintenance
<i>Architecture, Construction, and Manufacturing</i>	<b>Drafting</b>	356 5-12 Drafting - Architectural, 355 5-12 Drafting - Machine, 354 5-12 Drafting	Graphic Arts, Drafting/Machining, Architectural Drafting

<b><u>CTE Cluster</u></b>	<b><u>Area(s)</u></b>	<b><u>Corresponding CTE Teaching Endorsement #</u></b>	<b><u>Courses Approved to Teach</u></b>
<i>Architecture, Construction, and Manufacturing</i>	<b>Metals</b>	371 5-12 Machine Shop, 368 5-12 Welding	Sheet Metal, Welding
<i>Manufacturing</i>	<b>Tool and Die</b>	371 5-12 Machine Shop	Intro to Tool & Die Making, Machine Shop
<i>Manufacturing</i>	<b>Machine Drafting</b>	355 5-12 Drafting - Machine	Machine Drafting
<i>Manufacturing</i>	<b>CAD</b>	356 5-12 Drafting - Architectural, 355 5-12 Drafting - Machine, 354 5-12 Drafting	CAD Design & Software
<i>Manufacturing</i>	<b>Electrical, *Chemical, *Mechanical Engineering</b>	338 5-12 Electrical Engineering (new) 5-12 Chemical Engineering (new) 5-12 Mechanical Engineering	Electrical Engineering Engineering in Manufacturing
<i>Manufacturing</i>	<b>Electronics</b>	350 5-12 Electronics	Electronics
<i>Manufacturing</i>	<b>Architecture</b>	356 5-12 Drafting - Architectural	Building Design
<i>Manufacturing</i>	<b>*Logistics &amp; Inventory Control</b>	(new) 5-12 Logistics and Inventory Control	Logistics and Inventory Control
<i>Transportation</i>	<b>Automotive Repair</b>	350 5-12 Electronics, 373 5-12 Auto Mechanics	Auto Mechanics, Auto Parts Specialist, Mechanic Technology, Electric/Hybrid Technology
<i>Transportation</i>	<b>Auto Body Repair</b>	366 5-12 Auto Body Repair	Auto Body, Parts Specialist
<i>Transportation</i>	<b>Diesel Repair</b>	357 5-12 Diesel Mechanics	Diesel Mechanics
<i>Transportation</i>	<b>Boat, Motorcycle, Snowmobile, Lawnmower &amp; ATV Repair</b>	387 5-12 Small Engine Repair	Small Engine Repair
<i>Arts, AV, Technology &amp; Communication</i>	<b>Journalism</b>	369 5-12 Graphic Arts, 343 5-12 Printing/Publishing	Communication Technology, Commercial Photography, Video Broadcasting
<i>Arts, AV, Technology &amp; Communication</i>	<b>*Photography</b>	(new) 5-12 Photography	All Photography
<i>Arts, AV, Technology &amp; Communication</i>	<b>Software Systems</b>	348 5-12 Computer Servicing Technology	Computer Technology Computer Maintenance

<b><u>CTE Cluster</u></b>	<b><u>Area(s)</u></b>	<b><u>Corresponding CTE Teaching Endorsement #</u></b>	<b><u>Courses Approved to Teach</u></b>
<i>Arts, AV, Technology &amp; Communication</i>	<b>Hardware (IT) Development and Maintenance</b>	348 5-12 Computer Servicing Technology, 377 5-12 Electricity	Computer Technology Computer Maintenance
<i>Arts, AV, Technology &amp; Communication</i>	<b>Computer Programming</b>	348 5-12 Computer Servicing Technology, 352 5-12 Data Programming	Computer Technology Computer Maintenance Business Programming
<i>Arts, AV, Technology &amp; Communication</i>	<b>Information Management</b>	352 5-12 Data Programming, 353 5-12 Data Processing	Business Computer Applications Business Programming
<i>Arts, AV, Technology &amp; Communication</i>	<b>Web Page Design</b>	369 5-12 Graphic Arts	Commercial Graphic Design Communication Technology
<i>Arts, AV, Technology &amp; Communication</i>	<b>Multi Media Presentation or Graphic Design</b>	369 5-12 Graphic Arts	Commercial Graphic Design Communication Technology
<i>Arts, AV, Technology &amp; Communication</i>	<b>Printing Press Operation</b>	343 5-12 Printing/Publishing	Printing Technology
<i>Arts, AV, Technology &amp; Communication</i>	<b>Radio &amp; TV</b>	380 5-12 Radio & TV	Broadcasting Technology
<i>Arts, AV, Technology &amp; Communication</i>	<b>*Telecommunications</b>	380 5-12 Radio & TV	Broadcasting Technology
<i>Health Care Occupations</i>	<b>Certified Nursing Assistant</b>	385 5-12 Practical Nursing	Medical Terminology, Health Care for the Elderly
<i>Health Care Occupations</i>	<b>Health Occupations</b>	299 5-12 General Health Occupations	Health Occupations
<i>Health Care Occupations</i>	<b>*Biotechnology</b>	(new) 5-12 Biotechnology	Biotechnology
<i>Health Care Occupations</i>	<b>*Health Care Management</b>	299 5-12 General Health Occupations	Health Occupations
<i>Health Care Occupations</i>	<b>*Pharmacy</b>	(new) 5-12 Pharmacy	Pharmacy Assisting Pharmacology
<i>Health Care Occupations</i>	<b>*Emergency Medical Services</b>	5-12 Emergency Medical Services	Emergency Medical Services
<i>Health Care Occupations</i>	<b>Hair and Personal Care</b>	378 5-12 Cosmetology	Hairstyling, Barbering, Nail, Facial
<i>Health Care Occupations</i>	<b>Medical Terminology</b>	299 5-12 General Health Occupations	Medical Terminology

<b><u>CTE Cluster</u></b>	<b><u>Area(s)</u></b>	<b><u>Corresponding CTE Teaching Endorsement #</u></b>	<b><u>Courses Approved to Teach</u></b>
<i>Education/Human Services</i>	<b>Elementary/Secondary Ed</b>	(new) 5-12 Elementary or Secondary Education	Intro to Education
<i>Education/Human Services</i>	<b>Early Childhood, Pre-school, Day Care</b>	388 5-12 Career FCS - Child Care	Care of Young Children
<i>Business, Management, Finance &amp; Banking</i>	<b>Careers in Business</b>	305 5-1 2 Multi-Occupations	Careers, School-to-work
<i>Business, Management, Finance &amp; Banking</i>	<b>General Business</b>	(new) 5-12 General Office	Business Career Explorations, Office Procedures, Office Services
<i>Business, Management, Finance &amp; Banking</i>	<b>*Actuarial Services</b>	(new) 5-12 Actuarial Science	5-12 Actuarial Science
<i>Marketing</i>	<b>*Marketing</b>	(new) 5-12 Marketing	Advertising, Branding, Market Research, Sales, Merchandising
<i>Marketing</i>	<b>*Entrepreneurship</b>	(new) 5-12 Entrepreneurship	Entrepreneurship
<i>Finance</i>	<b>*Finance</b>	Banking & investment occupations	Investing, Personal Finance
<i>Finance</i>	<b>*Insurance</b>	Insurance occupations	Insurance
<i>Science, Technology, Engineering &amp; Math</i>	<b>Engineering</b>	338 5-12 Electrical Engineering (new) 5-12 Chemical Engineering (new) 5-12 Mechanical Engineering (new) 5-12 Engineering – Civil (new) 5-12 Engineering (other)	Intro to Engineering
<i>Science, Technology, Engineering &amp; Math</i>	<b>Robotics</b>	355 5-12 Drafting – Machine 350 5-12 Electronics	Robotics
<i>Aviation</i>	<b>Aviation Technology</b>	345 5-12 Aviation Technology	Flight Training
<i>Aviation</i>	<b>Aviation Mechanic</b>	365 5-12 Airframe Mechanic	Airplane Mechanics, Aircraft Airframe
<i>Law &amp; Public Safety</i>	<b>Protective Services</b>	360 Law Enforcement	Law Enforcement, Military Science
<i>Law &amp; Public Safety</i>	<b>Wildlife &amp; Game Enforcement</b>	360 Law Enforcement	Wildlife Enforcement
<i>Law &amp; Public Safety</i>	<b>Corrections</b>	360 Law Enforcement	Corrections
<i>Law &amp; Public Safety</i>	<b>ROTC</b>	374 5-12 Military Science	Intro to Military Science, ROTC Drill, Military Leadership

<b><u>CTE Cluster</u></b>	<b><u>Area(s)</u></b>	<b><u>Corresponding Teaching Endorsement #</u></b>	<b><u>Courses Approved to Teach</u></b>
<i>Law &amp; Public Safety</i>	<b>*Careers in Fire Response Services</b>	(new) 5-12 Fire Fighting	Fire Fighting
<i>Law &amp; Public Safety</i>	<b>*Careers in Legal Services</b>	(new) 5-12 Legal Services	Legal Services
<i>Hospitality &amp; Tourism</i>	<b>Lodging Careers</b>	339 5-12 Hospitality and Tourism	Tourism, Topics in Lodging
<i>Hospitality &amp; Tourism</i>	<b>Restaurant, Food and Beverage</b>	389 5-12 Career FCS - Food Service	Hospitality
<i>Hospitality &amp; Tourism</i>	<b>Food Service</b>	389 5-12 Career FCS - Food Service	Intro to Restaurant Food and Beverage
<i>Hospitality &amp; Tourism</i>	<b>Food Preparation &amp; Presentation</b>	363 5-12 Culinary Arts	Food Preparation
<i>Hospitality &amp; Tourism</i>	<b>Travel &amp; Tourism</b>	339 5-12 Hospitality and Tourism	Travel & Tourism
<i>Hospitality &amp; Tourism</i>	<b>*Recreation, Amusement and Travel</b>	339 5-12 Hospitality and Tourism	Recreation & Amusement, Other
<i>Hospitality &amp; Tourism</i>	<b>Clothing</b>	390 5-12 Career FCS - Fashion Merchandising	Fashion Merchandising



## ONLINE PRICE QUOTATION

Quote Number: 10553073

Today's Date : 7/17/2015 7:52:12 PM

Created By: [joe.wedum@iowa.gov](mailto:joe.wedum@iowa.gov)

Quote Name: EliteBook Revolve 810 G3 NB W/case

Quote Created Date : 7/17/2015 7:51:41 PM

Contract: IA - STATE OF IOWA (NASPO VALUEPOINT)

**Product availability and product discontinuation are subject to change without notice. The prices in this quotation are valid for 30 days from quote date above. Please include the quote number and contract from this quote on the corresponding purchase order.**

Items/description	Part no	Unit price	Qty	Ext price
IDS CTO - HP EliteBook Revolve 810 G3 w/Intel Core i7-5600U J0F67AV	<b>Base</b>	\$2,681.80	11	\$29,499.80
HP EliteBook Revolve 810 G3 with Core i7-5600U	<b>J0F67AV</b>			
Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro)	<b>J3M00AV#ABA</b>			
<b>OS Label</b>				
No OS Label needed for Win 8.1 or Win7DG64/32 OS selections (select this option if Win 8.1 or Win7DG64/32 is selected)				
<b>Processor</b>				
Intel® Core™ i7-5600U Processor (2.6 GHz with Turbo, 4MB L3 Cache) with HD Graphic 5500				
Intel Core i7 vPro Label	<b>G0N62AV</b>			
Estar Label - If any (MSOS) is selected, then MISC eStar label (XU979AV) must be selected	<b>XU979AV</b>			
Intel® vPro™ Technology Enabled	<b>J2J44AV</b>			
Touch Model ID - BIOS configuration for multi-touch	<b>WK823AV</b>			
11.6-inch diagonal LED HD UWVA Touchscreen (1366x768) for Webcam	<b>J0Y79AV</b>			
Integrated 720p HD Webcam	<b>J3V20AV</b>			
12GB 1600MHz DDR3L 1DM (8GB DM +4 GB On Motherboard = 12 GB total)	<b>J2H90AV</b>			
256GB MLC M2 SATA-III SSD	<b>J0Y84AV</b>			
TouchPad Backlit Keyboard	<b>J0Y86AV#ABA</b>			
Intel 7265 802.11 a/b/g/n/ac (2x2) with Bluetooth	<b>J2H95AV</b>			
No HP Mobile Broadband	<b>LE333AV</b>			
45 Watt Smart nPFC AC Adapter	<b>J0Y77AV</b>			
Power Cord - 1.8 Meters	<b>J0Y75AV#ABA</b>			
HP 6-Cell (44 WHr) Long Life Battery	<b>J0Y78AV</b>			
3/3/0 Warranty	<b>J2J00AV#ABA</b>			
Destination Country Kit Localization	<b>J0Y73AV#ABA</b>			
Driver DVD for Win 7 without OS Media	<b>J4X68AV</b>			
Driver DVD for Win 8.1 without OS Media	<b>J4X69AV</b>			
<b>Slots</b>				
1 microSD				

**Note:**

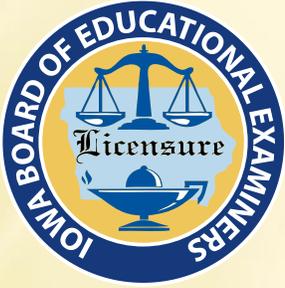
**Additional accessories added from categories below will ship and invoice separately.**

9x5 Pickup & Return Service for Notebook w/Accidental Damage Protection Service, 3 years - (3/3/0 upgrade)	<b>U4428E</b>	\$103.20	11	\$1,135.20
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HP Business Slim Top Load Case	<b>H5M91AA</b>	\$31.59	11	\$347.49
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**Subtotal: \$30,982.49**

# Summary Waiver Report



July 30, 2015

## MEMBERS OF THE BOARD

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

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**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

# Mission

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

## BELIEFS STATEMENTS

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

Adopted: June 2001

Reviewed: June 11, 2009

Revised: August 13, 2010

**Board of Educational Examiners [272]  
Iowa Administrative Code 282  
Petitions for Waiver 1/31/15 through 7/30/15**

<b>Rule and statute rule is intended to implement</b>	<b>Number of times waiver was granted or denied</b>	<b>Summary of reasons for granting or denying the waiver, comments on effect of waivers on general applicability of the rule</b>
282—13.18(272), Iowa Code section 272.2(1)	Denied twice	<p>In Waiver Request 15-07, the board denied a request to waive the requirements of an approved human relations component and an exceptional learner program in order to be eligible for a teaching license as an out-of-state candidate. The board found these requirements did not present an undue hardship, given that they are statutorily required for all graduates of Iowa teacher preparation programs and therefore widely available.</p> <p>The board also denied a request to waive the human relations requirement in Waiver Request 15-08, based on the considerations above.</p>
282—18.6(272), Iowa Code section 272.2(1)	Granted once	<p>The board granted a waiver of the requirement that an out-of-state candidate for administrator licensure provide a current and valid license from the state in which they completed their preparation program in Waiver Request 15-07. The petitioner held an expired license from the state in which she was prepared, and was unable to renew the license without substantial travel and inconvenience. Teachers prepared out of state are currently able to provide an expired license from the state in which they were prepared, and at the time of this waiver request the board had an administrative rule change in progress that would allow administrators to do the same.</p>
282—20.4(272), Iowa Code section 272.2(1)	Granted once, effective until 8/1/15 only	<p>The petitioner in Waiver Request 15-05 held an initial teaching license that he had already renewed once. If a licensee wishes to renew the initial license a second time, the board's administrative rules require proof of employment in a position that would lead to conversion of the initial license to a standard license. The petitioner had been unable to obtain such employment, but did have an offer of a part-time position teaching driver's education. The board granted the waiver for a limited period of time (until August 1, 2015), in light of the fact that the board had previously filed Notice of Intended Action on an administrative rule change that would address those in the petitioner's situation.</p>
282—20.13(5)(272), Iowa Code section 272.2(1)	Denied once	<p>The board denied Waiver Request 15-02. The petitioner sought to renew her substitute authorization using non-approved renewal credits. The credits were from an unaccredited institution and were not related to education. It is the intent of the renewal requirement to enhance the practitioner's skills in their licensed area, so they may continue to grow as educators.</p>
282—22.2(272), Iowa Code section 272.2(1)	Granted once	<p>In Waiver Request 15-04, the petitioner asked the board to waive the requirement of a baccalaureate degree from a regionally accredited institution in order to obtain the substitute authorization, which allows the holder to substitute teach in short-term assignments only. The petitioner holds a bachelor's degree from Nebraska Christian College, which is accredited by the Association of Biblical Higher Education. The board granted the request, based on well-established precedent in similar requests.</p>

282—22.10(272), Iowa Code section 272.2(1)	Denied once, granted once	<p>The petitioner in Waiver Request 15-03 asked the board to waive the requirement of a baccalaureate degree or higher in athletic administration or a related field from a regionally accredited institution in order to obtain the newly-created activities administration authorization. The petitioner is a licensed chiropractor. The board denied the petition, finding that it did not contain sufficient evidence of the management and administration elements the board intended to require when it created this alternative pathway to certification as an activities director or administrator.</p> <p>The board granted a waiver of this requirement in Waiver Request 15-06. The petitioner in 15-06 had completed a teacher preparation program, but did not apply for licensure at the time. He holds a bachelor’s degree in business education with a minor in coaching, and has completed substantial coursework toward a master’s degree in athletic administration. The petitioner is also licensed as an athletic coach.</p>
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All Board orders regarding petitions for waiver are available on the Board’s website at <https://www.iowaonline.state.ia.us/ppd/SearchWaivers.aspx>. Board staff can provide additional information upon request. Please contact Darcy Lane, attorney for the Board, at 515.242.6506 or [darcy.lane@iowa.gov](mailto:darcy.lane@iowa.gov).

## BOEE CONSULTANT PRESENTATIONS - 2014-2015

(These are formal presentations not to include general meetings and committees)

Date	Staff Member(s)	Topic	Audience
8/1/2014	Joanne Tubbs	Ethics/Licensure	Sioux City Schools
8/5/2014	Mary Lou Nosco	Ethics/Licensure	International Exchange Teachers
8/6/2014	Steve Mitchell	Ethics/Licensure	New AD workshop
8/6/2014	Mary Lou Nosco	Ethics/Licensure	Counselors
8/7/2014	Lane/Tubbs	Ethics/Licensure	SAI convention
8/8/2014	David Wempen	Ethics/Licensure	Morningside
8/8/2014	Joanne Tubbs	Ethics/Licensure	Norwalk Schools

Date	Staff Member(s)	Topic	Audience
9/3/2014	All consultants	BoEE Update	Superintendent's meeting
9/8/2014	Mary Lou Nosco	Licensure	Grandview
9/8/2014	Joanne Tubbs	Ethics/Licensure	DMACC
9/9/2014	Joanne Tubbs	Ethics/Licensure	Upper Iowa WDM
9/11/2014	Steve Mitchell	Ethics/Licensure	AIB
9/11/2014	Mike Cavin	Ethics/Licensure	Cedar Falls Schools
9/15/2014	Mike Cavin	Ethics/Licensure	Upper Iowa (Waterloo)
9/16/2014	Mike Cavin	Ethics/Licensure	Upper Iowa (Fayette)
9/19/2014	Mike Cavin	Ethics/Licensure	Buena Vista
9/22/2014	David Wempen	Ethics/Licensure	Graceland
9/25/2014	Joanne Tubbs	Ethics/Licensure	AEAs
9/27/2014	Steve Mitchell	Ethics/Licensure	DMACC coaches
9/29/2014	Mary Lou Nosco	Ethics/Licensure	Dubuque colleges
9/30/2014	Joanne Tubbs	Ethics/Licensure	AEA Summit

Date	Staff Member(s)	Topic	Audience
10/1/2014	All consultants	BoEE Update	Superintendent's meeting
10/3/2014	Joanne Tubbs	Ethics/Licensure	AEA Summit
10/6/2014	Steve Mitchell	Ethics/Licensure	AD Meeting/Iowa City
10/7/2014	All consultants	BoEE Update	Superintendent's meeting
10/7/2014	Mary Lou Nosco	Ethics/Licensure	Drake
10/7/2014	Mike Cavin	Ethics/Licensure	Simpson
10/8/2014	Steve Mitchell	Ethics/Licensure	AD Meeting Atlantic
10/9/2014	Steve Mitchell	Ethics/Licensure	AD meeting Boone
10/10/2014	David Wempen	Ethics/Licensure	Mount Mercy and Wartburg
10/13/2014	Joanne Tubbs	Ethics/Licensure	TAG conference
10/14/2014	Steve Mitchell	Ethics/Licensure	AD meeting Orange City
10/15/2014	Steve Mitchell	Ethics/Licensure	AD meeting Waverly
10/17/2014	Joanne Tubbs	Ethics/Licensure	Luther
10/20/2014	Greg Horstmann	Ethics/Licensure	Saint Ambrose
10/21/2014	Joanne Tubbs	Ethics/Licensure	BVU Ft. Dodge
10/21/2014	Mike Cavin	Ethics/Licensure	Simpson

10/22/2014	Joanne Tubbs	Ethics/Licensure	Grandview
10/23/2014	David Wempen	Ethics/Licensure	Waldorf
10/28/2014	David Wempen	Ethics/Licensure	UNI
10/28/2014	Mike Cavin	Ethics/Licensure	UNI
10/31/2015	Joanne Tubbs	Licensure/Rules	IACTE Pella

Date	Staff Member(s)	Topic	Audience
11/3/2015	Joanne Tubbs	Ethics/Licensure	Central College
11/4/2014	Mary Lou Nosco	Ethics/Licensure	William Penn
11/5/2014	All consultants	BoEE Update	Superintendent's meeting
11/8/2014	Joanne Tubbs	Ethics/Licensure	New Fine Arts Teachers/Mentors
11/13/2014	Joanne Tubbs	Licensure Rules	STEM conference
11/16/2014	Steve Mitchell	Ethics/Licensure	Hawkeye Tech coaching class
11/21/2014	Joanne Tubbs	Ethics/Licensure	Iowa Music Educators Conference
11/25/2014	Greg Horstmann	Ethics/Licensure	Buena Vista

Date	Staff Member(s)	Topic	Audience
12/10/2014	All consultants	BoEE Update	Superintendent's meeting
12/1/2014	Joanne Tubbs	Ethics/Licensure	William Penn
12/4/2014	Joanne Tubbs	Ethics/Licensure	Des Moines Public Schools
12/11/2014	David Wempen	Ethics/Licensure	Graceland
12/12/2014	Darcy Lane	Ethics/Licensure	Graceland
12/15/2014	David Wempen	Ethics/Licensure	Morningside

Date	Staff Member(s)	Topic	Audience
1/7/2015	All consultants	BoEE Update	Superintendent's meeting
1/9/2015	Joanne Tubbs	Ethics/Licensure	Faith Baptist
1/12/2015	Joanne Tubbs	Ethics/Licensure	Iowa State University
1/13/2015	Joanne Tubbs	Ethics/Licensure	Upper Iowa
1/26/2015	Mary Lou Nosco	Licensure	Grand View
1/26/2015	Joanne Tubbs	Ethics/Licensure	Northwestern College

Date	Staff Member(s)	Topic	Audience
2/4/2015	All consultants	BoEE Update	Superintendent's meeting
2/5/2015	Joanne Tubbs	Ethics/Licensure	William Penn
2/9/2015	David Wempen	Ethics/Licensure	Graceland
2/9/2015	Joanne Tubbs	Ethics/Licensure	Buena Vista - Marshalltown
2/10/2015	Steve Mitchell	Ethics/Licensure	Iowa Wesleyan
2/16/2015	Joanne Tubbs	Ethics/Licensure	Urbandale PD day
2/17/2015	Mike Cavin	Ethics/Licensure	Simpson
2/20/2015	Mike Cavin	Ethics/Licensure	Wartburg
2/23/2015	Mary Lou Nosco	Ethics/Licensure	Dubuque colleges

Date	Staff Member(s)	Topic	Audience
3/4/2015	All consultants	BoEE Update	Superintendent's meeting
3/6/2015	Steve Mitchell	Ethics/Licensure	DMACC coaching class
3/9/2015	Steve Mitchell	Ethics/Licensure	NE IA CC

3/9/2015	Darcy Lane	Ethics/Licensure	Grandview
3/11/2015	Steve Mitchell	Ethics/Licensure	DMPS
3/24/2015	David Wempen	Ethics/Licensure	UNI
3/24/2015	Mike Cavin	Ethics/Licensure	UNI
3/24/2015	Greg Horstmann	Ethics/Licensure	Simpson
3/25/2015	Greg Horstmann	Ethics/Licensure	St. Ambrose
3/26/2015	Steve Mitchell	Coach Auth requiremen	Heartland AEA
3/27/2015	Mary Lou	Ethics/Licensure	Luther
3/28/2015	Joanne Tubbs	Job Fair	UNI
3/30/2015	Steve Mitchell	Ethics/Licensure	AD convention
3/31/2015	Steve Mitchell	Ethics/Licensure	AD convention
3/31/2015	Mary Lou	Ethics/Licensure	William Penn

Date	Staff Member(s)	Topic	Audience
4/1/2015	All consultants	BoEE Update	Superintendent's meeting
4/5/2015	Mary Lou	Licensure	Drake
4/6/2015	Joanne Tubbs	Ethics/Licensure	Central
4/7/2015	David Wempen	Job Fair	U of I
4/8/2015	Joanne Tubbs	Job Fair	DMACC
4/14/2015	Steve Mitchell	Ethics/Licensure	Simpson
4/15/2015	Mike Cavin	Ethics/Licensure	Buena Vista
4/19/2015	Steve Mitchell	Ethics/Licensure	DMACC
4/20/2015	Joanne Tubbs	Licensure	Iowa City
4/21/2015	Joanne Tubbs	Ethics/Licensure	Drake
4/23/2015	Joanne Tubbs	Ethics/Licensure	Cornell
4/23/2015	Joanne Tubbs	Ethics/Licensure	Ashford
4/23/2015	Steve Mitchell	Ethics/Licensure	SWICC
4/26/2015	Steve Mitchell	Ethics/Licensure	Heartland AEA
4/30/2015	Lane/Magee	Ethics/Licensure	AEA 267
4/30/2015	Joanne Tubbs	Ethics/Licensure	Iowa State

Date	Staff Member(s)	Topic	Audience
5/5/2015	Joanne Tubbs	Ethics/Licensure	RAPIL

Date	Staff Member(s)	Topic	Audience
6/6/2015	Mike Cavin	Ethics/Licensure	Principal Leadership Academy
6/25/2015	Darcy Lane	Ethics/Licensure	Ankeny

Date	Staff Member(s)	Topic	Audience
7/13/2015	Joanne Tubbs	Licensure	Diversity in Educators
7/17/2015	Joanne Tubbs	Ethics	Ankeny
7/21/2015	Horstmann/Tubbs	Ethics/Licensure	SAI
7/23/2015	Horstmann/Tubbs	Ethics/Licensure	SAI
7/27/2015	Horstmann/Tubbs	Ethics/Licensure	SAI
7/31/2015	Joanne Tubbs	Ethics/Licensure	PEI

July 2015  
**TEACHER CANDIDATES BY ENDORSEMENT**  
Iowa Department of Education, Bureau of Educator Quality

2010-2011 Data is suspect

2015-16 projections are made by determining trend from previous years. If no projection is listed, data is not reliable or the number of candidates is too small to determine a trend.

**This table represents the number of endorsements issued, NOT the number of people licensed.**

<i>End. #</i>	<i>Grade</i>	<i>Endorsement Name</i>	2009-2010	2010-11	2011-12	2012-13	2013-2014	2015-16 projected	2014-15 Out of State
100	Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	196	90	181	198	169	180	6
101	K - 12	Athletic Coach	200	120	252	254	201	210	38
102	K-8	Teacher Elem. Classroom	1291	1230	1583	1308	1236	1300	193
103	PK - K	Teacher, PK - K Classroom	78	16	54	56	61	60	21
104	K - 12	ESL Teacher	128	29	169	100	202	150	21
106	PK - 3	P K -3 Classroom Teacher	32	15	47	44	42	34	20
107	K - 12	Talented and Gifted	41	1	112	136	57	69	6
108	K-8	School Media Specialist	5		2	3	4		
109	5-12	School Media Specialist	1		1	4	3		
112	5-12	Agriculture	13	1	20	17	19	18	4
113	K-8	Art	66	34	74	63	46	50	16
114	5-12	Art	65	29	68	55	47	50	14
117	5-12	Business - Marketing/Mgmt.	3	2		0	1		
118	5-12	Driver and Safety Ed	8	1	33	29	16	20	3
119	K-8	English/Language Arts	244	159	284	291	239	255	19
120	5-12	English/Language Arts	161	66	156	159	130	135	41
121	K-8	Chinese			0	2	0		3
122	5-12	Chinese	2		1	1	0		3
123	K-8	French	1		1	4	2		4
124	5-12	French	8	6	7	13	9		5
125	K-8	German	1			1	5		1
126	5-12	German	4	1	1	3	5		1
127	K-8	Japanese				1	1		1
128	5-12	Japanese			0	1	1		1
129	K-8	Latin				0	0		1

End. #	Grade	Endorsement Name	2009-2010	2010-11	2011-12	2012-13	2013-2014	2015-16 projected	2014-15 Out of State
130	7-12	Latin	4	1		0	1		1
131	K-8	Russian				0	0		
132	5-12	Russian			1	0	0		
133	K-8	Spanish	29	16	27	42	26	27	18
134	5-12	Spanish	53	30	63	61	44	49	19
135	K-8	Language (Other)				0	0		2
136	5-12	Language (Other)				0	0		2
137	K-8	Health	33	18	27	51	33	32	16
138	5-12	Health	57	32	57	76	65	59	19
139	5-12	Home Economics – General (Family & Consumer Science)	13	9	22	12	10	24	7
140	5-12	Industrial Technology	15	11	17	9	7		5
141	5-12	Journalism	10		4	3	3		3
142	K-8	Mathematics	88	60	128	138	126	130	10
143	5-12	Mathematics	96	39	121	113	108	105	22
144	K-8	Music	151	42	81	106	113	110	37
145	5-12	Music	147	41	82	101	111	110	36
146	K-8	Physical Education	114	62	129	130	97	125	23
147	5-12	Physical Education	123	63	133	132	97	125	23
148	K-8	Reading	806	300	820	885	816	835	31
149	5-12	Reading	79	13	84	93	66	70	5
150	K-8	Science - Basic	38	32	41	36	28	37	3
151	5-12	Biological	79	24	92	89	95	88	17
152	5-12	Chemistry	41	20	47	56	40	48	12
153	5-12	Earth Science	15	10	21	22	9	20	6
154	5-12	General Science	59	26	76	68	49	55	
155	5-12	Physical Science	28	19	37	33	21	26	
156	5-12	Physics	15	13	21	21	32	24	6
157	5-12	American Government	43	15	59	75	65	65	4
158	5-12	American History	147	64	144	125	131	130	11

End. #	Grade	Endorsement Name	2009-2010	2010-11	2011-12	2012-13	2013-2014	2015-16 projected	2014-15 Out of State
159	5-12	Anthropology	1		5	3	4		1
160	5-12	Economics	7		7	3	5		1
161	5-12	Geography	2	3	4	4	5		1
162	K-8	History	3	5	8	4	4		1
163	5-12	Psychology	28	14	28	23	27	26	2
164	K-8	Social Studies	222	116	182	176	130	155	30
165	5-12	Sociology	15	8	17	13	10		1
166	5-12	World History	133	55	127	134	108	125	16
167	K-8	Speech Comm/Theatre	5	4	6	7	4		3
168	5-12	Speech Comm/Theatre	5	1	9	9	10		9
171	PK - 12	Superintendent	30		52	19	29	35	
172	K-8	Counselor	40	6	65	22	39	36	3
173	5-12	Counselor	40	5	62	24	43	35	6
174	K - 12	School Media Specialist	21		23	18	14	20	2
175	PK - 12	School Nurse				0	0		
176	K - 12	Reading Specialist	6		3	5	4		3
180	5 - 12	Italian		1	1	0	0		
184	5 - 8	All Science I	3	1	4	1	1		
185	5-12	All Science II	4	1	4	15	13		9
186	5-12	All Social Studies	57	37	67	50	48	48	19
188	9 - 12	Portuguese	1			0	0		
189	PK-12	Principal and Supervisor of Special Education	15		89	131	120	125	9
233	K - 12	Supervisor Special Education/Instruction					0		
234	5-12	Work Exp. Coordinator	1		7	0	22		
235	B - 21	School Audiologist				0	0		
236	B - 21	School Psychologist	4		7	15	6		
237	B - 21	Speech - Lang. Pathologist	16		11	12	16	14	
239		Director of Special Education				1	0		
240	B - 21	School Social Worker	8	1	4	6	1		
250	AGES 5-21	Special Ed Consultant	1		3	2	22		2

End. #	Grade	Endorsement Name	2009-2010	2010-11	2011-12	2012-13	2013-2014	2015-16 projected	2014-15 Out of State
260	K – 6	Instructional Strategist I: Mild and Moderate	274	92	297	505*	305	315	35
261	7 – 12	Instructional Strategist I: Mild and Moderate	77	17	90	61	112	105	32
262	Pk - K	PK-K and Special Education	48	20	45	35	47	41	1
263	K – 12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities	63	4	86	24	88	125	12
264	K – 12	Instructional Strategist II: Mental Disabilities	32	6	35	29	36	50	7
267	B-21	Visually Impaired			2	0	5		
300	5-12	Agri. Science/ Agri. Business	13	1	19	17	18	17	2
301	5 – 12	Marketing/Distributive Education					0		1
302	5 – 12	Office Education					0		
303	5-12	Consumer/Homemaking ED	10	6	14	10	0		1
304	5-12	OF CS	10	6	16	9	0		
305	5 - 12	Multioccupations		1	6	1	3		3
307	5 – 12	Trade & Industrial					0		
975	K-8	K-8 STEM					0		
976	5-8	5-8 STEM					0		
977	K-12	K-12 STEM Specialist					0		
1171	5 - 12	Business All	25	24	48	44	20	35	11
1201	5-12	Language Arts All				2	2		8
1421	5-8	Algebra for HS credit				2	1		9
1541	5-12	Basic Science					11		3
1821	5 - 8	5-8 Middle School Language Arts		21	46	69	58	60	12
1822	5-8	Middle School Mathematics			72	79	78	78	14
1823	5 - 8	5-8 Middle School Science		33	75	72	85	82	14
1824	5 - 8	Middle School Social Studies		32	74	77	82	82	19

\* The majority of these are from one institution

People Recommended from an Iowa Institute from July 1, 2014 - June 30, 2015		
EndorsementTypeID	Description	CountOfPractitionerLicenseID
100	PK-3 Teacher, Regular Education/Special Education	124
106	PK-3 Teacher, PK-3 Classroom	35
107	PK-12 Talented and Gifted	5
113	K-8 Art	55
114	5-12 Art	55
122	5-12 Chinese	1
123	K-8 French	3
124	5-12 French	6
133	K-8 Spanish	37
138	5-12 Health	59
139	5-12 Family and Consumer Sciences - General	17
140	5-12 Industrial Technology	10
141	5-12 Journalism	3
142	K-8 Mathematics	113
147	5-12 Physical Education	102
148	K-8 Reading	644
149	5-12 Reading	32
150	K-8 Science-Basic	24
155	5-12 Physical Science	24
156	5-12 Physics	23
157	5-12 American Government	36
158	5-12 American History	97
163	5-12 Psychology	13
164	K-8 Social Studies	100
165	5-12 Sociology	12
166	5-12 World History	95
167	K-8 Speech Communications/Theatre	1
264	K-12 Instructional Strategist II: ID	14
266	Birth-21 Deaf or Hard of Hearing	1
267	Birth-21 Visually Impaired	1
300	5-12 Agriscience/Agribusiness	10
977	K-12 STEM Specialist	1
1201	5 - 12 Language Arts - All	1
1821	5 - 8 Middle School Language Arts	46
101	K-12 Athletic Coach	241
102	K-6 Teacher Elementary Classroom	1143
103	PK-K Teacher, PreKindergarten-Kindergarten Classroom	31
104	K-12 English as a Second Language	90
112	5-12 Agriculture	10
118	5-12 Driver and Safety Education	1
119	K-8 English/Language Arts	173
120	5-12 English/Language Arts	154
121	K-8 Chinese	2
127	K-8 Japanese	2
128	5-12 Japanese	2
134	5-12 Spanish	49
137	K-8 Health	30
143	5-12 Mathematics	116
144	K-8 Music	131
145	5-12 Music	128
146	K-8 Physical Education	101
151	5-12 Biological Science	92
152	5-12 Chemistry	52
153	5-12 Earth Science	16

EndorsementTypeID	Description	CountOfPractitionerLicenseID
154	5-12 General Science	44
160	5-12 Economics	4
161	5-12 Geography	3
162	K-8 History	9
168	5-12 Speech Communications/Theatre	8
185	5-12 All Science	21
186	5-12 All Social Sciences	58
234	5-12 Work Experience Coordinator	1
237	B-21 Speech-Language Pathologist	1
260	K-8 Instructional Strategist I: Mild/Moderate	274
261	5-12 Instructional Strategist I: Mild/Moderate	40
262	PK-K Early Childhood Special Education	31
263	K-12 Instructional Strategist II: BD/LD	15
305	5-12 Multioccupations	6
1171	5 - 12 Business - All	27
1421	5-8 Algebra for H.S. Credit	2
1541	5-12 Basic Science	24
1822	5 - 8 Middle School Mathematics	63
1823	5 - 8 Middle School Science	70
1824	5 - 8 Middle School Social Studies	69

Program Completers (Initial Licensure) from Iowa Educator Preparation Programs

2013-2014

Iowa Department of Education, Bureau of Educator Quality

Note: Numbers represent people licensed, not number of endorsements

	Early Childhood Only	Elementary Only	Secondary	K-12 (Art, Music, and PE)	TOTAL Initial License (Teacher)
Ashford	0	24	3	0	29
Briar Cliff	0	11	8	0	19
BVU	15	74	36	4	129
BVU Grad	0	0	2	0	2
Central	0	29	12	8	49
Clarke	0	19	9	6	34
Coe	0	10	5	10	25
Cornell	0	12	7	4	23
Dordt	0	22	8	6	36
Drake	0	33	16	10	59
Drake Grad	0	15	21	0	36
Emmaus	0	8	0	0	8
Faith	0	11	0	1	12
Graceland	0	67	7	3	77
Grand View	0	25	13	3	41
Grinnell	0	0	4	0	4
ISU	38	120	83	19	260
ISU Grad	0	0	15	0	15
Iowa Wesleyan	1	21	7	10	39
Kaplan Trad	0	0	8	0	8
Kaplan Intern	0	0	4	0	4
Loras	0	20	16	4	40
Luther	0	27	17	28	72
Maharishi Intern	0	0	1	0	1
Maharishi Trad	0	0	0	0	0
Morningside Intern	0	0	3	0	3

Morningside Trad	0	25	17	2	44
MMU	1	12	7	2	22
Northwestern	0	38	7	8	53
RAPIL Intern	0	0	14	0	14
SAU	8	37	20	7	72
Simpson	0	32	14	11	57
Simpson Grad	0	0	7	0	7
UD	0	11	4	1	16
U of I	0	130	45	16	191
U of I Grad	0	0	20	9	29
UNI**	85	288	163	65	601
UNI Grad	0	0	0	0	0
Upper Iowa	9	32	12	6	59
Waldorf	0	8	2	2	12
Wartburg	0	33	14	18	65
William Penn	0	36	17	2	55
<b>TOTAL</b>	<b>157</b>	<b>1230</b>	<b>668</b>	<b>265</b>	<b>2322</b>

\*\* May be adjusted with expected updated input from UNI.

Educational Leadership Program Completers  
2013-2014

Principal PK-12	Superintendent
<b>100</b>	<b>20</b>

<b>2015-2016 BoEE Priorities</b>
----------------------------------

(Please check each of the priorities you believe the board should pursue during the next fiscal year.)

**Legislative Priorities:**

- Modify Iowa Code to allow for a Transitional Coaching Authorization.
- Modify Iowa Code to amend the timeline for resolution of complaints (modify 180 day rule).
- Avoid appropriating BoEE funds.
- Continue supporting TeachIowa.gov with an appropriation to pay for this system.
- Modify Iowa Code so that a smaller percentage of BoEE revenue goes to the state's general fund.
- Encourage the General Assembly to provide funding for the TeachIowa.gov system.
- Advocate with the General Assembly to continue allowing the board to make changes to the educator licensing structure.
- Modify Iowa Code to make the possession of alcohol or drugs or being under the influence of alcohol or drugs on school grounds a mandatory ethics complaint.
- Return the Executive Director position to a position hired by the board.
- Require that all paraprofessionals and other staff members providing direct support services to students have a credential through the BoEE.
- Create a Human Resources Authorization.
- Other \_\_\_\_\_

**Administrative Code Priorities:**

- Change experience requirements for principals to a combination of teaching and administration, similar to the rule for superintendents.
- Create a Transitional Activities Administrator Authorization.
- Extend initial licenses in the spring before a teacher converts to a standard license.
- Change jurisdictional rules to address frivolous complaints by allowing the executive director to review investigative reports before the board makes a probable cause determination.
- Other \_\_\_\_\_

**Other Priorities:**

- Work with the Iowa court system to make Iowa Courts Online Search more user friendly.
- Begin asking on background checks if an applicant has ever had a sanction for another type of professional license.
- Extend licensure renewal credits to the following areas:
  - Special education training (non-college/graduate credit and non-renewal credit)
  - Perkins training
  - National leadership positions in education
  - Competency based renewals
  - CEUs for CTE and other educators licensed in another profession
- Other \_\_\_\_\_

# **IOWA BOARD OF EDUCATIONAL EXAMINERS**

## **Operating Guidelines**

**Adopted: May 4, 2007**  
**Revised: May 8, 2015**  
**Reviewed: May 8, 2015**

**State of Iowa**  
**BOARD OF EDUCATIONAL EXAMINERS**  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

## Members of the Board

**Richard E. Wortmann**, Chair, Ottumwa CSD, Teacher  
**Brenda Garcia**, Muscatine, Vice Chair, Public Member  
**Sara J. Arnold**, Cedar Rapids CSD, Teacher  
**Kathy Behrens**, Kuemper Catholic Schools, Teacher  
**Dr. Linda Carroll**, Bureau Chief of Educator Quality, Iowa Department of Education  
**Dr. Larry D. Hill**, Thompson, Administrator  
**Mary K. Overholtzer**, Winterset CSD, Teacher  
**Dan Dutcher**, Waukee, Public Member  
**Erin Schoening**, Council Bluffs CSD, Teacher  
**Dr. Jay Prescott**, Grand View University, Administrator  
**Dr. Anne Sullivan**, Des Moines CSD, Administrator  
**Dr. Andy Pattee**, Cedar Falls 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. 14<sup>th</sup> St., Des Moines, Iowa 50319-0147.  
Telephone: 515.281.5849

# Table of Contents

	<b>Preface</b>	<b>4</b>
	<b>The Board of Educational Examiners</b>	<b>5</b>
	<b>Who Serves on the Board</b>	<b>5</b>
	<b>Mission / Beliefs Statements</b>	<b>5</b>
<b>I.</b>	<b>Organizational Meeting</b>	<b>6</b>
<b>II.</b>	<b>Meeting Procedures</b>	<b>7</b>
<b>III.</b>	<b>Board Expectations</b>	<b>11</b>
<b>IV.</b>	<b>Decision Making</b>	<b>12</b>
<b>V.</b>	<b>Special Assignments for Board Members</b>	<b>13</b>
<b>VI.</b>	<b>Effective and Open Communication</b>	<b>13</b>
<b>VII.</b>	<b>Handling of Public Concerns</b>	<b>13</b>
<b>VIII.</b>	<b>Planning, Goal Setting and Accountability</b>	<b>14</b>
<b>IX.</b>	<b>Board Development</b>	<b>14</b>
<b>X.</b>	<b>Petition for Waiver Guidelines</b>	<b>16</b>

## **Preface**

This document contains operational guidelines for the internal management of the Iowa Board of Educational Examiners. The purpose of these operating guidelines is to provide the members of the board with a reference to assist them in performing their statutory duties, responsibilities and to help the public and constituents understand the role of the board. These guidelines are designed to:

1. Provide newly appointed board members with an overview of the role of the board, helping them understand the scope of their duties and responsibilities.
2. Enable the board to effectively carry out its leadership role as educational advocates and policy-makers, ensuring that policies exist that promote educational quality throughout the state.
3. Provide for an efficient and effective operation of meetings.
4. Outline board officer duties and procedures for electing board officers.
5. Address interaction among board members, internal board relationships and board/agency relationships.
6. Outline the board's decision-making process.
7. Address effective and open communication and handling of public concerns.
8. Address opportunities for board development.
9. Ensure accountability through an orderly process of planning and goal setting.

## **The Board of Educational Examiners**

The Board of Educational Examiners helps ensure educator quality through high licensing standards for Pre-K through grade 12 teachers, administrators and other educators. The 12-member Board serves as:

- An independent licensing agency, created in 1989, helping to safeguard schoolchildren by establishing professional and ethics standards for Iowa's educators.
- A self-financed agency that relies solely on revenues from licensing fees and receives no state appropriations
- A resource to other professional education organizations, answering questions and concerns of teachers, school board members and administrators regarding licensure and ethics.

### **Who Serves on the Board?**

The Governor appoints the board and the appointees are ratified by the Senate. By Code, nine of twelve members must be licensed educators, four of whom are administrators and the majority of the licensed practitioner members shall be nonadministrative practitioners. Two are public members, of which one must have school board experience. The remaining member is the Director of the Department of Education or her/his designee.

### **Mission**

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

### **Beliefs Statements**

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

## **I. Organizational Meeting**

A well-defined and understood organizational structure and related procedures are essential to the proper functioning of the board.

### **General Guidelines for Board Members:**

#### **A. Organizational Meeting**

The organization of the board shall occur at the regular June meeting. Election of officers shall be included as an agenda item for that meeting.

#### **B. Board Officers**

Officers for the board shall be chair and vice-chair. The executive director shall serve as chief executive officer and an agency staff member will serve as recording secretary.

#### **C. Election of Officers**

The executive director shall serve as temporary chairperson at the organizational meeting until the chair is elected. Each board member may place one name in nomination for chair. Any board member may be elected to the position of chair or vice-chair. A ballot for chair will be distributed to the members of the board and the signed ballot will be collected by the board's secretary, recorded and announced. The same process for the election of vice-chair will be repeated during the meeting.

#### **D. Term of Office**

The term of office for each elected position shall be one year, with no limit as to the number of terms any one individual may serve.

#### **E. Chair vacant**

If the chair becomes vacant, the vice-chair shall automatically fill the vacancy and a replacement for the vice-chair shall be elected.

#### **F. Duties of the chair shall be as follows:**

1. Work with the executive director to develop meeting agendas.
2. Preside at board meetings.
3. Appoint all board committees.
4. Form new committees as the need arises.
5. Properly instruct all assigned committee members as to the duties, responsibilities, scope and term of the assignment.
6. Work closely with the executive director and appropriate staff to ensure proper liaison between the board and the agency.
7. Attend outside meetings and functions as needed.
8. Provide effective leadership and direction.
9. Assign members to serve as representatives of the board to external groups and organizations.
10. Call special meetings as needed.
11. Vote on matters before the board as the other members.
12. Perform duties as prescribed by law or by action of the board.

13. Work with board members to schedule meetings that all members can attend reflecting professional and personal conflicts.

**G. Duties of the Vice-chair shall be as follows:**

1. Perform the duties of the chair during his/her absence.
2. Fill the vacancy of the chair if such occurs during a term of office.
3. Assume other responsibilities as assigned by the chair.

**H. Committees of the Board**

1. The board shall have the following standing committees: executive committee, professional practices committee, and operating guidelines committee. The chair shall select committee members to reflect the makeup of the board, annually.
  - a. Executive committee (4 members)
    1. Serve as an advisory committee to the executive director.
    2. Identify issues and future agenda items.
  - b. Professional Practices committee (4 members)
    1. Review complaints and results of investigations alleging or implying a violation of a statute or rule under the jurisdiction of the board.
    2. Determine if probable cause exists or not and make a recommendation to the board.
  - c. Operating Guidelines Committee (4 members)
    1. Review / revise the board's operating guidelines every year.

**I. Removal of a board member from office:**

Board members may be removed from office in accordance with Iowa Code Section 66.1A, 69.15 and 272.3 Membership.

**II. Meeting Procedures**

Board meetings shall be conducted in an open and orderly fashion. Agendas and supportive information will be openly publicized in advance of the meeting to encourage meaningful dialogue. Timetables will be established and followed to the greatest degree possible in addressing agenda items. The chair shall be provided with appropriate procedures and authority to maintain an orderly process at all times.

**General Guidelines for Board Members:**

**A. Agendas**

1. Robert's Rules of Order shall guide the operational meeting procedures.
2. The board chair and the executive director will develop meeting agendas cooperatively.

3. Individual board members may suggest an item for inclusion on the agenda by conferring with the chair and / or the executive director.
4. The agenda should be posted on the website at least one-week prior to board meeting. The agenda and supporting information will be sent to each board member one week in advance of the meeting.
5. The agenda will be posted in the Grimes State Office Building 24 hours prior to the scheduled meeting time.
6. The agenda will be organized generally as follows: call to order; consent items; licensee discipline; public comments; communication; rules (adoption, notice and discussion items); reports; petitions for waiver, reports/approvals and adjournment.
7. Items listed under the consent agenda will be considered to be routine and will be acted on by the board in one motion. A member of the board or the executive director may request specific items to be discussed and/or removed from the consent agenda.

**B. Voting**

1. All voting members of the board may vote on all matters coming before them for consideration. All members of a committee may vote on all matters coming before the committee for consideration.
2. No member may vote by proxy.
3. Voting by the board and its committees shall be by voice unless a roll call vote is requested by a member, in which case the vote shall be taken as requested.
4. A majority of those present and voting shall be necessary to carry a motion before the board or a committee.
5. On any issue not requiring a roll call vote, the vote of the members of the board shall be recorded either as a unanimous vote or by identifying the members taking each position. A member may abstain from voting and the abstention will be recorded.
6. When a potential conflict of interest exists, the board member concerned may ask for recusal that will then be recorded in the minutes. The board member will leave the board room during the discussion of and voting on the agenda item.
7. A majority vote shall decide the issue and that shall become the official position of the board. An issue that has been voted on by the board may be brought back for a vote when a majority of the members request a review.

**C. Public Participation**

1. A person who wishes to address the board shall fill out a card provided at the door, and given to the board secretary prior to the meeting.
2. As a general guideline, a limit of five (5) minutes will be allotted for any presentation made under the public comment agenda item. If a large group of individuals request to address a specific issue, the chair may limit the number of speakers. At that time, members of the public may present comments, suggestions or concerns, even if the concerns do not relate to a specific item on the agenda. Remarks by board members should be limited to requests for further information, as any issue not on the agenda might necessitate staff research and may need to be placed on a subsequent agenda before the board takes action.
3. If an issue raised during the public comment section will require the preparation of an agenda item, it will be referred to the executive director of the board for such preparation and the person raising the issue will be informed of the date of the meeting when it will appear on the agenda.
4. When the stated subject of public comment is on the agenda, the speaker may be heard either at the time stated on the agenda for public comment or at the time the agenda item is discussed by the board, to be determined at the discretion of the chair of the board. When addressing the board, each speaker should begin by stating his/her name and or what organization he / she is representing.

**D. Board Member Reports (Communication section of the agenda)**

1. It shall be the responsibility of any board member to keep the other members informed on developments related to the board's work. Board members may prepare written reports, which may be included with board meeting materials.
2. A member on special assignment should be prepared to recommend what he/she thinks the appropriate actions should be, if an action is required.
3. Board reports should be informative; yet concise.

**E. Administrative Rules**

The board has jurisdiction to adopt rules in areas of educational licensure and ethics. Iowa Administrative Code Chapter 282 is designated as the agency's identification number for the board's rules. An administrative rule, duly adopted, has the effect of law. The process for rule adoption is as follows:

1. The board, assisted by the executive director, may propose rules as a result of direction from the General Assembly, or

as a result of its own evaluation of need provided the board has statutory authority.

2. Proposed rules will be drafted by agency staff for the board with the assistance of legal counsel.
3. Once drafted, rules will be presented to the board for a first review. The purpose of the first reading is to provide information to the board. At the next regular meeting, the proposed rules will be presented to the board for filing of a notice of intended action. A public hearing will be scheduled prior to adoption of the rules.
4. Rules adopted by the board will be filed with the administrative rules coordinator and the Code Editor and become effective thirty-five days thereafter, unless emergency adoption is required or unless a later effective date is provided for in the rule(s).

**F. Petition for Waiver (refer to section X)**

**G. Kinds of Meetings**

All meetings of the board shall comply with the open meetings law. The board may conduct the following kinds of sessions:

1. Regular meeting – as approved by the board.
2. Special meeting – a meeting that may be called at any time, with concurrence of a majority of the board.
3. Work session – any meeting or part of a meeting scheduled to consider special board projects and information items.
4. Annual retreat – a meeting for reflection, goal setting, priority setting, and board development activities in conjunction with a regular meeting.
5. Executive session – any meeting or part of a meeting that is closed to certain persons for deliberation on certain matters as specified in the public meetings law. Generally, no final action shall be taken or any decision made while in executive session.
6. Telephone conference meeting – a meeting conducted by telephone to deal with specific, limited, necessary matters. In compliance with the public meetings law, members of the press or public must be permitted access. The individuals allowed access must pay actual expenses necessitated by public access.
7. Other Electronic Transmission meeting – a regularly scheduled meeting or a special meeting called to deal with specific, limited necessary matters, may be held using the appropriate technology.
8. Legislative reception – a meeting will be held annually in January to allow board members to meet with legislators at the Capitol to communicate and advocate with legislators on legislative priorities developed by the BOEE.

#### **H. Executive Director for the Board of Educational Examiners**

The executive director is responsible for exercising general supervision over the agency to the extent that it is necessary to ascertain compliance with provisions of the Iowa Code and Administrative Rules.

1. The Governor shall appoint an executive director of the board as stated in Iowa Code Chapter 272.5 (2)  
Compensation of board – executive director.
2. The executive director is the chief administrator of the agency and performs the function of executive officer as defined in the position description questionnaire (PDQ).

### **III. Board Expectations**

Collaboration is imperative in order to develop and sustain a high quality education system that serves the needs of students, families, and citizens across the state. The board will work together and form alliances that support the board's work. Each member of the board shares the responsibility for developing a positive, interactive environment.

#### **General Guidelines for Board Members:**

##### **A. Leadership**

The board, the executive director of the board and staff shall provide leadership and direction for future educational development in this state. In so doing, they will:

1. Procure adequate resources to support improvement.
2. Communicate high levels of support, commensurate with available resources aimed at increasing and/or improving the educational licensure system.
3. Form strong alliances with all parties interested in the development of a comprehensive educational licensure system.
4. Remain current in their knowledge of or seek appropriate counsel on the provisions of the School Laws and School Rules of Iowa.
5. Participate in meetings in order to be informed and engaged in decision-making. Board members should be in attendance at all meetings and that attendance will be documented in the minutes. Inconsistent attendance will be brought to the individual's attention by the board chair. Attendance policies shall be covered during new board member orientation.
  - a. Alternative forms of attendance will be permitted in exceptional circumstances.

##### **B. Board Relationships**

1. Internal board relationships:
  - a. The democratic process shall be used in making board decisions. A majority vote shall decide the issue and that shall become the official position of the board.

- b. Each board member will remain receptive to divergent views of other members and will look for and recognize the positive contributions, efforts, and skills of each team member.
  - c. Board members will demonstrate respect through listening, verbal and nonverbal communications.
  - d. Board members will maintain a sense of hope, optimism, and humor in working together.
2. Board / executive director relationships. Board members will:
- a. Recognize the unique roles of the executive director and board members.
  - b. Look to the executive director for leadership, guidance and direction.
  - c. Route requests for staff assistance or attendance at board meetings through the executive director.
  - d. Establish positive relationships.
3. Board/public relationships:
- a. Be mindful of the board's role as representatives of the public.
  - b. Recognize public concerns.
  - c. Interact with the public in a positive, diplomatic manner.
  - d. Establish positive public relationships to ensure a quality educational system in Iowa.

#### **IV. Decision Making**

A well-defined and clearly understood process is needed if orderly and effective decisions are to be made by the board in a timely manner.

##### **General Guidelines for Board Members:**

The executive director will use the following procedure to assist the board in the decision-making process:

- A.** Clearly define the issue under consideration.
- B.** Determine that the issue is appropriate for board consideration.
- C.** Present the issue to the board in a timely manner.
- D.** Review all pertinent facts concerning the situation.
- E.** Collect input from parties affected by the decision.
- F.** Organize and analyze collected data.
- G.** Present solution(s) to the board with a recommendation and rationale with a cost estimate when appropriate.
- H.** Provide a plan for implementation, monitoring and evaluation. This plan may include a timeline for bringing the issue back to the board for further consideration.
- I.** Communicate the decision to those affected.

## **V. Special Assignments for Board Members**

As a general practice, the board shall operate as a “committee of the whole.” However, there are circumstances, when the chair and / or the executive director will make committee assignments.

### **General Guidelines for Board Members:**

- A.** In making such assignments, the chair and/or the executive director shall give consideration to the background, interests, experience, availability and accessibility of the assignee(s). Consideration will also be given to gender balance, balancing by statutory position on the board, and balancing these assignments among members of the board.
- B.** Assignments shall be accompanied by an explanation of the purpose, responsibility charges and granted authority.
- C.** Each assignment will carry a clearly specified length of service.
- D.** Board members will provide reports at the appropriate time(s).
- E.** Assignees should represent the interests of the board to the best of their ability and knowledge but should refrain from officially committing to a formal board position until formal action or the delegation of authority supports such a commitment.

## **VI. Effective and Open Communication**

Effective communication is essential to achieving board goals.

### **General Guidelines for Board Members:**

- A.** Information discussed in executive session will remain confidential. Sharing such information with unauthorized persons at any time is unacceptable.
- B.** If significant issues will be covered in a meeting, board members may expect that the executive director will make every effort to inform them prior to the issue becoming public.
- C.** Board members may expect that the executive director and staff will follow through on information requested by the board when it is requested through the appropriate channels.
- D.** The board will develop a plan to align BoEE goals with the Iowa Department of Education, the Governor’s office, the Legislature, and Iowa colleges of education.

## **VII. Handling Public Concerns**

Board members are readily accessible to the public, especially in their own local area and thus public concerns will frequently be expressed to them.

It is generally not wise to attempt to resolve the problem until comprehensive information is obtained on the issue. The following guidelines are designed to assist board members handle public concerns in a tactful, orderly and effective way.

### **General Guidelines for Board Members:**

- A.** Listen to the individual or group concern and clearly define the concern.

- B. Ask if he or she has discussed the issue with the person immediately responsible.
- C. Advise that the board has established a process for handling concerns and direct them to the appropriate personnel and / or the website.
- D. Report the full details of the concern to the executive director in a timely manner, and ask that he/she keep the board informed of developments.
- E. Correspondence or communications relating to the business of the board, received by members of the board from individuals or organizations, shall be forwarded to the chair and executive director if it appears that the correspondence was sent to only one board member.
- F. If an individual board member is ever contacted regarding a professional practices case, the board member shall immediately inform the party that such contact is inappropriate and can prejudice the process. The board member shall report the contact to the executive director and / or chair of the board, and shall use discretion as to whether or not abstention from voting on the issue is necessary or advisable.
- G. The board will host work sessions as needed to receive feedback from interested stakeholders regarding proposals before the board.
- H. All media requests must be directed to the executive director.

### **VIII. Planning, Goal Setting and Accountability**

The board recognizes the importance of planning in determining the direction of education policymaking at the state level.

#### **General Guidelines for Board Members:**

- A. In order to achieve their goals, the board is committed to thoughtful planning, implementation, collection and consideration of data, evaluation, accountability, and reporting of results.
- B. The board will collaborate with the education constituencies and develop policies that support its long-term plan
- C. The board's agenda is the primary vehicle for doing its work.
- D. The board and the agency will report on progress made toward goals on a regular basis.
- E. Plans, goals and priorities will be reviewed and revised on a regular basis.
- F. The board may request presentations from stakeholders and subject area experts about goal area work and other proposals before the board.
- G. The board will approve legislative priorities at the August meeting.

### **IX. Board Development**

It is essential to good board service to increase and enhance skills and to understand education issues in making policy decisions.

### **General Guidelines for Board Members:**

- A.** Professional development for the board members permits them to:
  - 1. Increase their knowledge and understanding of emerging education issues;
  - 2. Compare various states' approaches to addressing similar issues and solving common problems;
  - 3. Expand their networking opportunities to exchange ideas and gain new perspectives on issues;
  - 4. Explore issues in real world settings, outside the context of board meetings; and
  - 5. Mobilize the board with new strategies for achieving the board's agenda. (Adapted from NASBE Boardmanship Review, "The Importance of Board Member Development," February, 1999).
- B.** Board development goals will be set on an annual basis to ensure continued growth and development as board members.
- C.** In addition to the board meeting agenda items that relate specifically to board priorities and are designed to develop an understanding and knowledge base for policy making, there are several additional ways that board members can obtain development:
  - 1. Board study or work sessions
  - 2. Conference attendance and participation
  - 3. Task force or commission participation
  - 4. Reports and other written materials
  - 5. Technology or internet-based development
- D.** Orientation of New Members

The executive director of the board shall orient each new member concerning the board's functions, general policies, administrative rules and procedures as soon as possible.

  - 1. The new member shall be given selected material to assist in orienting him/her to the work of the board.
    - i. New board members will receive a sample board packet after his/her appointment date in order to become familiar with a typical board meeting materials.
  - 2. The new member shall be given selected material to familiarize him/her with relevant provisions of state government, including the gift law, and registered lobbying.
    - i. New board members will be advised about the differences between Iowa Code and Iowa Administrative Rules.
  - 3. The incoming new member shall be invited to meet with the executive director and other personnel to discuss operations of the agency.
  - 4. Orientation will be a structured process occurring over time and new board members will be directed to resources so they can do additional exploration on their own.

5. Current board members may and are encouraged to attend orientation sessions.

E. Each new board member will be assigned a mentor.

**X. Petition for Waiver Guidelines**

A. A waiver will not be reviewed until an application from a petitioner has been received and denied by staff.

B. Petitions for waiver received by the BoEE staff will be analyzed by the executive director, staff attorney, and the consultant assigned to the waiver by the executive director.

C. The consultant assigned to the waiver, in consultation with the staff attorney and executive director, will write a summary report for the board with the following sections:

1. Name
2. License
3. Reason for waiver
4. Rule citation
5. Rationale
6. Hardship
7. Prejudice to others
8. Safety and welfare to others
9. Recommendation
10. Rationale (including hardship, prejudice to others, and safety and welfare to others)

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

E. **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.

F. 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.

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