

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 8, 2014

2014-2015 BOEE Goals (Proposed)

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment, 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 plan to align BOEE goals with the Iowa Department of Education, the Governor's office, the Legislature, and Iowa colleges of education.

AGENDA

TIMES ARE APPROXIMATE

7:30 a.m. Professional Practices Committee Meeting – State Board Room

8:30 a.m. Executive Committee Meeting – (Conference Rm. 3SW)

9:00 a.m. Call Meeting to Order

Approve the Agenda

Tab A

Consent Agenda

a. Minutes from June 19-20, 2014 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 20, 2014 meeting
- c. Reinstatement(s)

Board Communications

- a. Board Member Reports
- b. Executive Director's Report
 - 1. Financial update
 - 2. 2013-14 Accomplishments
 - 3. NASDTEC Professional Practices Survey
 - 4. Rules adoption timeline

Tab C

Tab D

Tab E

Communication from the Public

11:00 a.m. Stakeholder Presentation

New Teacher Advisory Group: Nikki Force and Amy Rost, Des Moines Public Schools; Kelly Albrecht, Fort Dodge St. Edmunds; Christopher Levi, Woodward Academy; Deepanee Samarakoon, Cedar Falls; Erin March, Carroll; Shannon Campbell, Waukee; Joanne Tubbs, BoEE Consultant-Group Coordinator

- 12:05 p.m. Lunch for Board Members (Conference Rm. 3N)**
Rules [Iowa Administrative Code – Chapter 282 (272)]
- a. Adopt**
 - 1. None
 - b. ARRC Review Pending**
 - 1. IAC 282 Chapter 22.3 - School Business Official (1551C) **Tab F**
 - 2. IAC 282 Chapter 22.2 - Substitute Authorization (1552C) **Tab G**
 - c. Notice**
 - 1. IAC 282 Chapter 22.8 – Activities Administration Authorization **Tab H**
 - 2. IAC 282 Chapter 14 - Special Education Endorsement Requirements **Tab I**
 - 3. IAC 282 Chapter 22.5a – Native Language Teaching Authorization **Tab J**
 - 4. IAC 282 Chapter 22.8 – Montessori Authorization **Tab K**
 - d. Items for Discussion**
 - 1. Ethics training and training and teacher preparation - possible rule revisions discussed **Tab L**
 - 2. Licensure renewal options **Tab M**
- Waivers**
- 1. PFW 14-08 Erin Schlotfeldt **Tab N**
 - 2. PFW 14-09 Emily House **Tab O**
- Reports/Approvals**
- 1. Legislative Update – Phil Wise
 - 2. 2014-2015 Board Goals **Tab P**
 - 3. Semiannual Summary Waiver Report **Tab Q**
- 2:00 p.m. Adjournment**

1 education, and include Iowa's specific special education issues and practices. Further
2 discussion took place at the board meeting on Friday, June 20, 2014.

3
4 Review Legislative Items

5 Darcy Lane provided the board with a review of the past legislative session. This
6 included HF 2389 and HF 2474.

7
8 Substitute Authorization Revisions

9 Two options were discussed: Option 1 would expand the substitute authorization
10 authority to elementary as well as secondary classrooms for candidates who currently
11 hold a professional service license (such as elementary guidance counselors) or a
12 degree in elementary education or early childhood. Option 2 would expand the
13 authority for all substitute authorization holders.

14
15 Activities Administration Authorization

16 A rule proposal was developed to allow an individual with a degree in athletic
17 administration or a related field to serve in the role of an activities director, if the
18 individual meets certain requirements for an activities administration authorization.
19 Currently, a teaching or administrative license is required to hold this position.
20 Further discussion took place on Friday, June 20, 2014.

21
22 Ethics Training and Teacher Preparation

23 One of the paramount goals of the Board is to create clear guidelines and expectations
24 for Code of Professional Conduct and Ethics education for educators. This series of
25 changes will allow educators to complete current and relevant training as a condition
26 of licensure renewal, and also for the first issuance of a license when it is not already
27 covered in the preparation program. Chapter 272.2 also states that the board shall
28 provide this training to any person who holds a license, certificate, authorization, or
29 statement of professional recognition. Further discussion took place on Friday, June
30 20, 2014.

1 Licensure Renewal Options

2 There was discussion regarding possible licensure renewal rule change options. The
3 board received updates on current BoEE discussion regarding competency based
4 renewals, CEUs, and various renewal options and practices available in other states.
5 Further discussion took place on Friday, June 20, 2014.

6
7 Goal Setting

8 The board discussed its goals for FY 2015.

9
10 Presentation

11 There was a presentation regarding restructuring field experiences and expanding
12 professional development schools at the University of Northern Iowa (UNI). Presenters
13 included: Becky Hawbaker, UNI Coordinator of Field Experiences, Debra Beving and
14 Jarith Witt, Lincoln Elementary School in Cedar Falls and Curt Nielsen, UNI Field
15 Experience Coordinator at Lincoln Elementary School.

16
17 New Licensing System

18 There was a preview of the BoEE's new licensing system. Abe Reese of Aspex
19 Solutions conducted the presentation.

20
21 The retreat adjourned at 3:40 p.m.

22
23 The board held its monthly meeting on June 20, 2014, at the Cedar Falls Community
24 Schools' District Office, in Cedar Falls, Iowa. Executive Director Magee called the
25 meeting to order. Members attending were Sara Arnold, Dr. Brad Buck, Dan Dutcher,
26 Brenda Garcia-Van Auken (left the meeting at 12:30 p.m.), Dr. Larry Hill, Ann Lebo,
27 Mary K. Overholtzer, Dr. Andy Pattee, Dr. Anne Sullivan and Richard Wortmann. Also
28 in attendance was Darcy Lane, Attorney/Investigator and September Lau, Assistant
29 Attorney General. Dr. Jay Prescott, Laura Stevens and Jim McNellis, Investigator,
30 were unable to attend.

31
32 Introductions were made by board members and BoEE staff members that were
33 present.

1 Mr. Magee asked for nominations for board chair for FY 15. Larry Hill moved, with a
2 second by Richard Wortmann, to nominate Laura Stevens as chair. There were no
3 other nominations. **MOTION CARRIED UNANIMOUSLY.**

4
5 Mr. Magee asked for nominations for board vice chair for FY 15. Andy Pattee moved,
6 with a second by Anne Sullivan, to nominate Richard Wortmann as vice chair. There
7 were no other nominations. **MOTION CARRIED UNANIMOUSLY.**

8
9 Andy Pattee moved, with a second by Brenda Garcia-Van Auken, to amend the agenda
10 to consider the consent agenda (approval of the minutes from the May 9, 2014,
11 telephonic meeting), after public comment. **MOTION CARRIED UNANIMOUSLY.**

12
13 Anne Sullivan moved, with a second by Ann Lebo, that the Board go into closed
14 session for the purpose of discussing whether to initiate licensee disciplinary
15 proceedings and the decision to be rendered in a contested case, pursuant to Iowa
16 Code sections 21.5(d) and (f). Roll call vote: Arnold – yes; Buck – yes; Dutcher – yes;
17 Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Sullivan
18 – yes; Wortmann – yes. **MOTION CARRIED.**

19
20 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
21 **number 14-18**, the Board find that the evidence gathered in the investigation,
22 including witness statements and the documentary evidence, does not create a
23 reasonable ground for belief in the existence of facts warranting a hearing, and that
24 the Board therefore lacks probable cause to proceed with this matter. **MOTION**
25 **CARRIED UNANIMOUSLY.**

26
27 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number**
28 **13-129**, the Board find probable cause to establish a violation of the following
29 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
30 25.3(1)(b)(1), 25.3(1)(c), and 25.3(1)(e)(3) and (4) and order this case set for hearing.
31 **MOTION CARRIED UNANIMOUSLY.**

1 Ann Lebo moved, with a second by Richard Wortmann, that in **case number 14-25**,
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(3)(e) and order this
4 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

5
6 Anne Sullivan moved, with a second by Ann Lebo, that in **case number 14-26**, the
7 Board find probable cause to establish a violation of the following provisions of the
8 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and 25.3(6)(b)
9 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

10
11 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
12 **number 14-27**, the Board find probable cause to establish a violation of the following
13 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(1)(c)
14 and 25.3(1)(e)(3) and (4) and order this case set for hearing. **MOTION CARRIED**
15 **UNANIMOUSLY.**

16
17 Richard Wortmann moved, with a second by Ann Lebo, that in **case number 14-41**,
18 the Board find probable cause to establish a violation of the following provisions of the
19 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and order this
20 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

21
22 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
23 **13-111**, the Board find probable cause to establish a violation of the following
24 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
25 25.3(1)(b)(1), 25.3(1)(c), (d), and (e)(3) and (4) and order this case set for hearing. Roll
26 call vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes;
27 Lebo – yes; Overholtzer – yes; Pattee – yes; Sullivan – recused; Wortmann – yes.
28 **MOTION CARRIED.** (Darcy Lane left the room during the discussion of this case in
29 closed session.)

30
31 Ann Lebo moved, with a second by Richard Wortmann, that in **case number 14-40**,
32 the Board find probable cause to establish a violation of the following provisions of the

1 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and order this
2 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

3
4 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number**
5 **14-28**, the Board find probable cause to establish a violation of the following
6 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e)
7 and order this case set for hearing. Roll call vote: Arnold – yes; Buck – yes; Dutcher –
8 yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes;
9 Sullivan – recused; Wortmann – yes. **MOTION CARRIED.**

10
11 Richard Wortmann moved, with a second by Anne Sullivan, that in **case number 14-**
12 **20**, the Board find probable cause to establish a violation of the following provisions of
13 the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and order
14 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

15
16 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
17 **number 14-48**, the Board find probable cause to establish a violation of the following
18 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
19 25.3(5)(a)(3) and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

20
21 Ann Lebo moved, with a second by Anne Sullivan, that in **case number 14-29**, the
22 Board find that the evidence gathered in the investigation, including witness
23 statements and the documentary evidence, does not create a reasonable ground for
24 belief in the existence of facts warranting a hearing, and that the Board therefore lacks
25 probable cause to proceed with this matter. Roll call vote: Arnold – yes; Buck – yes;
26 Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee
27 – recused; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

28
29 Anne Sullivan moved, with a second by Ann Lebo, that in **case number 14-22**, the
30 Board find probable cause to establish a violation of the following provisions of the
31 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(5)(a)(4) and 25.3(6)(l)
32 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane
33 Magee left the room during the discussion of this case in closed session.)

1 Anne Sullivan moved, with a second by Ann Lebo, that in **case number 14-23**, the
2 Board find probable cause to establish a violation of the following provisions of the
3 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(5)(a)(5) and 25.3(6)(o)
4 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane
5 Magee left the room during the discussion of this case in closed session.)
6

7 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
8 **number 14-04**, the Board find probable cause to establish a violation of the following
9 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(6)(c)
10 and (d), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**
11

12 Brenda Garcia-Van Auken moved, with a second by Richard Wortmann, that in **case**
13 **number 14-10**, the Board find that the evidence gathered in the investigation,
14 including witness statements and the documentary evidence, does not create a
15 reasonable ground for belief in the existence of facts warranting a hearing, and that
16 the Board therefore lacks probable cause to proceed with this matter. Roll call vote:
17 Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – no; Lebo – yes;
18 Overholtzer – no; Pattee – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**
19

20 Anne Sullivan moved, with a second by Ann Lebo, that in **case number 13-80**, the
21 Board accepts the Respondent’s waiver of hearing and voluntary surrender and that
22 the Board issue an order permanently revoking the Respondent’s license with no
23 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**
24

25 Brenda Garcia-Van Auken moved, with a second by Richard Wortmann, that in **case**
26 **number 14-02**, the Board accept the agreement submitted by the parties, and issue
27 an Order incorporating the agreement of the parties and imposing the agreed upon
28 sanction. **MOTION CARRIED UNANIMOUSLY.**
29

30 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
31 **13-124**, the Board accept the agreement submitted by the parties, and issue an Order
32 incorporating the agreement of the parties and imposing the agreed upon sanction.
33 Roll call vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill –

1 yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Sullivan – recused; Wortmann – yes.

2 **MOTION CARRIED.**

3

4 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
5 **number 13-138**, the Board accept the stipulation and settlement submitted by the
6 parties, and issue an Order incorporating the agreement of the parties and imposing
7 the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

8

9 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
10 **13-117**, the Board accept the stipulation and settlement submitted by the parties,
11 and issue an Order incorporating the agreement of the parties and imposing the
12 agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

13

14 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that the Board not
15 initiate review of the proposed decision in **case number 13-92, In the Matter of**
16 **Robert Brown II**, and allow the proposed decision to become the final decision of the
17 Board unless an appeal is taken by one of the parties within the time allowed by rule.
18 **MOTION CARRIED UNANIMOUSLY.** (September Lau left the room during the
19 discussion of this case in closed session.)

20

21 Anne Sullivan moved, with a second by Ann Lebo, that the Board not initiate review of
22 the proposed decision in **case number 13-41, In the Matter of Stephanie Johnson**,
23 and allow the proposed decision to become the final decision of the Board unless an
24 appeal is taken by one of the parties within the time allowed by rule. **MOTION**
25 **CARRIED UNANIMOUSLY.** (September Lau left the room during the discussion of
26 this case in closed session.)

27

28 Richard Wortmann moved, with a second by Andy Pattee, that in **case number 13-78**,
29 the Board deny the request for oral argument and table this case, until the August
30 meeting. **MOTION CARRIED UNANIMOUSLY.** (September Lau left the room during
31 the discussion of this case in closed session. Assistant Attorney General Gretchen
32 Kraemer, conflicts counsel, was present telephonically during discussion of this case
33 in closed session.)

1 Richard Wortmann moved, with a second by Anne Sullivan, to extend the 180-day
2 deadline for issuance of the final decision in **case number 14-04**, based upon the
3 amount of time needed to complete the investigation; the need to schedule the hearing
4 and the need to review the proposed decision. **MOTION CARRIED UNANIMOUSLY.**

5
6 Case numbers 14-03 and 12-132 were discussed in open session.

7
8 Background regarding **case number 14-03**: This case was received on January 15,
9 2014. The Board found probable cause at its meeting on March 14, 2014. Hearing
10 was set for May 29th but was continued pending the board's review of a proposed
11 settlement. The board staff has not yet received the signed agreement. Ann Lebo
12 moved, with a second by Richard Wortmann, to extend the 180-day deadline for
13 issuance of the final decision in **case number 14-03**, based upon delay in the hearing
14 due to a request for continuance by both parties to allow the board to review a
15 proposed settlement. **MOTION CARRIED UNANIMOUSLY.**

16
17 Background regarding **case number 12-132**: Heidi Thies' license was suspended for a
18 minimum of one year as of April 5, 2013. The stipulation and order required her to
19 complete an ethics course and a psychological evaluation prior to applying for
20 reinstatement. Ms. Thies submitted proof of completion of the course and evaluation
21 to board staff. (The board also received and reviewed a letter from the Harlan
22 Community School District regarding Ms. Thies' request for reinstatement.) Anne
23 Sullivan moved, with a second by Richard Wortmann, that in **case number 12-132**,
24 the Board grants the Respondent's request for reinstatement and issue an order
25 stating the basis for the suspension no longer exists and it will be in the public
26 interest for the license to be reinstated. **MOTION CARRIED UNANIMOUSLY.**

27
28 Andy Pattee moved, with a second by Brenda Garcia-Van Auken, to approve the closed
29 session minutes for May 9, 2014. **MOTION CARRIED UNANIMOUSLY.**

30
31 Board Member Reports:

32 Mary K. Overholtzer addressed the board regarding special education educators and
33 the burden of data collecting for all special education teachers in our public schools.

1 She suggested that we let the Department of Education (DE) know that maybe
2 something could be changed so that the burden does not fall on so many educators
3 regarding completion of paperwork rather than working with individual students
4 within our Iowa public school system.

5
6 Andy Pattee and Mary K. Overholtzer reported regarding their attendance at the
7 National Association of State Directors of Teacher Education and Certification
8 (NASDTEC) conference that was held June 8-10, 2014, in Kansas City. Executive
9 Director Magee and BoEE consultants Joanne Tubbs, Steve Mitchell and Dave
10 Wempen also attended the conference.

11
12 Executive Director's Report:

13 Mr. Magee reviewed the financial report and also reviewed the FY 15 budget. An
14 additional handout (cash balances) was distributed. This was not ready at the time
15 the board packet was posted.

16
17 Mr. Magee also updated the board on the NASDTEC conference. He thanked Dr. Buck
18 and Ryan Wise for their excellent presentation at the conference. He also informed the
19 board that he will serve as president of NASDTEC for FY 15. (He served as vice
20 president during FY 14.) The board congratulated him on this appointment.

21
22 Communication from the Public:

23 Jean and Jim Hussey addressed the board regarding the board's denial of Ms.
24 Hussey's petition for waiver at the May telephonic meeting. They also distributed
25 paper copies of their statements to the board which are attached to these minutes as
26 Appendix 1 and Appendix 2.

27
28 Carl Smith, a professor at Iowa State University, addressed the board regarding the
29 proposed rule regarding special education endorsement requirements.

30
31 Andy Pattee moved, with a second by Anne Sullivan, to approve the consent agenda
32 (minutes of the May 9, 2014, telephonic meeting). **MOTION CARRIED**

33 **UNANIMOUSLY.**

1 Rules:

2 Adopt:

3 Larry Hill moved, with a second by Anne Sullivan, to adopt the proposed changes to
4 chapter 22.6 – School Administration Manager (SAM) Authorization. **MOTION**
5 **CARRIED UNANIMOUSLY.**

6

7 Andy Pattee moved, with a second by Sara Arnold, to adopt the proposed changes to
8 chapter 11.6 – Ruling on the initial inquiry (regarding probable cause). **MOTION**
9 **CARRIED UNANIMOUSLY.**

10

11 Notice:

12 Larry Hill moved, with a second by Andy Pattee, to file under notice of intended action,
13 the proposed change to chapter 22.3 – School Business Official. **MOTION CARRIED**
14 **UNANIMOUSLY.**

15

16 Mary K. Overholtzer moved, with a second by Anne Sullivan, to file under notice of
17 intended action, the proposed changes (Option 2) to chapter 22.2 – Substitute
18 Authorization. **MOTION CARRIED UNANIMOUSLY.**

19

20 Andy Pattee moved, with a second by Dan Dutcher, to file under notice of intended
21 action, the proposed rule, chapter 22 – Activities Administration Authorization. The
22 motion was then rescinded when Larry Hill moved, with a second by Sara Arnold, to
23 table this proposed rule for a future meeting to allow for more data gathering and
24 further discussion. **MOTION CARRIED UNANIMOUSLY.**

25

26 Items for Discussion:

27 The proposed changes to chapter 14 — Special education endorsement requirements
28 were discussed and will be brought back for notice at a future meeting.

29

30 The proposed changes to various chapters regarding ethics training as a requirement
31 for renewal were discussed. This will be brought back for further discussion at a
32 future meeting.

33

1 There was discussion regarding possible licensure renewal rule change options.
2 Further discussion will continue at a future meeting.

3

4 There are current rules for a preliminary native language teaching authorization which
5 is valid for five years while candidates complete basic pedagogy courses. A rule was
6 proposed that after the five years, candidates will need to convert to a full native
7 language teaching authorization, which is also available to fully licensed teachers who
8 may be a native speaker of a foreign language. Discussion on this proposed rule will
9 continue at a future meeting.

10

11 There was discussion regarding a proposed Montessori authorization and
12 endorsement. Further discussion will continue at a future meeting.

13

14 Petitions for Waiver:

15 Larry Hill moved, with a second by Ann Lebo, that in **PFW 14-06 Megan Snakenberg**,
16 the board deny the Petition for Waiver. Reasons for denial: The Board received a
17 petition from Megan Snakenberg requesting a waiver of the requirement for a methods
18 course to add a business endorsement to her teaching license. Ms. Snakenberg has
19 taught business for three years under her Class B license. She requested that the
20 Board waive the business methods course requirement based on this experience and
21 her previous methods coursework in the area of social studies. The Board found the
22 business methods course would not create an undue hardship. Time and expense
23 incurred in completing required coursework is generally not found to create an undue
24 hardship. The Board reviewed several past waiver requests pertaining to the methods
25 course requirement, and found that under these circumstances granting the waiver
26 could prejudice the substantial legal rights of other applicants who are held to the
27 requirement. In previous waiver requests that were granted in this area, the applicant
28 was most often completely unable to find a methods course that would meet the
29 requirement. That is not the case in this request. The Board found that the methods
30 course requirement is a valuable component of the preparation for each endorsement,
31 and did not find clear and convincing evidence that teaching experience in the area
32 was equivalent to taking the business methods course. Roll call vote: Arnold – yes;

1 Buck – yes; Dutcher – yes; Garcia-Van Auken – absent; Hill – yes; Lebo – yes;
2 Overholtzer – no; Pattee – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

3

4 Andy Pattee moved, with a second by Dan Dutcher, that in **PFW 14-07 Merenda**
5 **(Mandy) Pitt**, the board grant the Petition for Waiver. Reasons for granting:

6 The Board received a petition from Meranda Pitt requesting a waiver of the rule for the
7 substitute authorization. See 282 IAC 22.2(272). Ms. Pitt holds a baccalaureate
8 degree from Westwood College in Denver, Colorado. Westwood College is not a
9 regionally accredited institution, as required by the rule for the substitute
10 authorization. It is, however, accredited by the Accrediting Council for Independent
11 Colleges and Schools. Ms. Pitt has worked as a substitute paraeducator and would
12 like to expand her employment opportunities by obtaining a substitute authorization.
13 Based on the limited authority granted by the substitute authorization, as well as Ms.
14 Pitt’s experience working with students, the Board finds it would create an undue
15 hardship to deny Ms. Pitt’s request to waive the requirement of a baccalaureate degree
16 from a regionally accredited institution. The Board has granted waivers in similar
17 cases. The Board found granting the waiver would not cause prejudice to the
18 substantial legal rights of any person. The rule from which Ms. Pitt seeks a waiver is
19 not specifically mandated by statute or any other provision of law, and, accordingly,
20 may be waived by the Board. The substitute authorization carries limited authority:
21 the holder cannot substitute teach at the elementary level, and cannot serve for
22 extended periods of time in one assignment. The Board finds that Ms. Pitt has
23 presented clear and convincing evidence that waiving the rule in question to grant her
24 this authorization would not compromise public health, safety, or welfare. Roll call
25 vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – absent; Hill – yes;
26 Lebo – yes; Overholtzer – yes; Pattee – yes; Sullivan – yes; Wortmann – yes. **MOTION**
27 **CARRIED.**

28

29 Reports/Approvals:

30 There was no report given regarding the legislative update since Darcy Lane reported
31 on this at the retreat. There was a short discussion regarding the 180-day rule (the
32 statutory requirement that the board resolve ethics complaints within 180 days) which
33 will be discussed in greater detail at the August meeting.

1 Andy Pattee moved, with a second by Sara Arnold, to approve the board meeting
2 calendar for fiscal year 2015. **MOTION CARRIED UNANIMOUSLY.**

3
4 Forms were distributed to board members regarding committee assignments for fiscal
5 year 2015. The forms were completed by board members, collected and will be
6 reviewed by Chair Laura Stevens to select the members for the committees. The
7 committees are: Executive Committee, Professional Practices Committee and
8 Operating Guidelines Committee. An email will be sent to board members indicating
9 their assigned committee.

10
11 A special thank you went out to Andy Pattee and his staff for hosting the board retreat
12 and meeting in Cedar Falls.

13
14 There being no further business, Anne Sullivan moved, with a second by Mary K.
15 Overholtzer, to adjourn the meeting. Meeting adjourned at 12:55 p.m.

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Hello. Ni Hao.

My name is Jean Lin Hussey. I was born and raised in Hua Lien, Taiwan, and graduated from Hsing Wu University in Taipei.

In 2007 I was recruited to teach Chinese by the U.S. Department of Education—because of my native Mandarin Chinese skills. I started Mid-Prairie’s Chinese program from nothing.

In addition to working full-time, I studied full-time. For five semesters, I averaged 70 hours per week—all in a second language. I graduated from William Penn in 2010.

At first, I could not pass the regular PRAXIS II because I could not speak English well enough to prove I could teach Chinese. Then, in 2013, I was told there was a Mandarin Chinese PRAXIS II, and I was happy—until I found out the writing test depended on pinyin.

People in Taiwan sometimes use pinyin, which looks like English letters, for street signs to help visitors, but Taiwan does NOT use it for education or computer input, and CBT—computers—is the only way the Mandarin Chinese PRAXIS II is given.

For education, we use Bopomofo, which looks more like Chinese. As a result, the 23 million people in Taiwan would fail the test, even though we have perfect Chinese, just as the 1.3 billion people in Mainland China would fail the test if they used Bopomofo.

In March 2014, I lost my job overnight—and the BOEE said this was an ethical violation, even though it was exactly what I was recruited to do by the US government.

This has been very painful. My colleagues ask, “Did you do something wrong?” My students ask when I will be allowed to start teaching Chinese again? Here’s a picture one of my students drew for me that shows him crying. This was in my waiver request.

No newspaper or book or TV caption in China or Taiwan is EVER printed in pinyin or Bopomofo. They always use real Chinese. Always.

I have always only asked to be able to write Mandarin Chinese, but I have never been given that chance. Because your May meeting was by telephone, I taped a video for you.

- How many of you watched the video?
Please raise your hand.
- How many of you believe I am able to read, write and speak Chinese?
Again, please raise your hand.

If your hand is in the air, you know the truth.

The Mandarin Chinese PRAXIS II discriminates on the basis of national origin, which violates federal law. A complaint was filed this week with the EEOC. Here is a copy.

If you can't read it, give it to the DE or BOEE. If they can't read it, I can help.

TODAY, Mid-Prairie plans to hire a teacher to replace me. He's an American, a nice guy. He will join our other Chinese teacher, also an American. My understanding is they were never required to take the Mandarin Chinese PRAXIS II.

According to the state, not only am I not an American, I am also the wrong kind of Chinese.

Dr. Dau-Shen Ju, former principal of the Chinese School of Iowa City, wrote a letter to you this week saying, "The school system in Taiwan uses Bopomofo to teach Chinese, and the school system in China uses pinyin. Most people in either country have great difficulty sounding out Chinese characters using the phonetic system that is unfamiliar to them."

Panna, a Chinese teacher at West Des Moines Valley, vice president of the Chinese Association of Iowa and president of Iowa Chinese Language Teachers Association, wrote to me yesterday, saying, Pinyin and Bopomofo "are very different from one another. It could take the entire school system (12 years) to study and learn either one...I agree with her that the writing test score would not show her writing skills due to the different phonetic typing system on the test."

I was not born in this country, but I know what is right and what is wrong. You also know what is right.

I am out of a job on Monday. There is no tomorrow. You need to do the right thing TODAY.



联邦政府表格控制号码: OMB 1250-0002

本表格失效日期: 2014年3月13日

填表须知:

填表之前,

请阅读所有的填表有关要求, 包括有关私密法案的下述声明。请使用本表格提交牵涉到有关联邦政府承包商监管计划办公室 (OFCCP) 各项计划之下的任何涉及就业歧视方面的投诉。当然您是否做出应答完全是您的自愿, 但这个表格是联邦政府承包商监管计划办公室 (OFCCP) 用来甄别联邦政府承包商群体中的潜在的违犯雇工机会均等要求的案件信息来源之依据。注: 如果本表格不具备当前仍有效的OMB控制号码, 人们不必对提供信息的要求作出应答。

私密法案声明:

授权使用本表格要求提供信息的依据是第11246号总统行政命令, 以及下述各项法案含其各自的修正案:

1973年康复法案, 如其修正案第503条款; 1974年的越战退伍军人补助再调整法案, 如其修正案第38

U. S. C. 4212条款; 1964年民权法案第7章, 如其修正案, 和/或1990年美国残障人保护法案第一章, 如其修正案 (ADA)。

本表格是用来处理投诉和对违反上诉命令和法规的指控进行调查所需的资料。我们将向被投诉的雇主提供本投诉表格的一份副本,

当投诉事件涉及到民权法案第七章和/或残障人保护法案时, 我们还将向美国平等就业机会委员会 (EEOC) 提供一份副本。本表格内的信息可能被用来与知晓有关投诉的其他人士进行核查对证。它也可能被用在与雇主解决争议赔偿的协商中, 或者作为证词在听证会上采用, 或者向其他对此项投诉拥有管辖权的部门进行披露。

提供本表格要求的信息是您本人的自愿, 但是信息提供的缺失将限制劳工部代表您所采取行动, 以及当您的投诉案件涉及到民权法案第七章和/或残障人保护法案时, 信息的缺失将会影响到您根据那些相关法律所应享有的权利。

禁止打击报复:

联邦政府承包商监管计划办公室 (OFCCP) 的规定, 以及民权法案第七章和/或残疾人法案的可适用条款, 均要求雇主采取一切必要措施确保任何投诉人和协助调查的人不受打击报复。这包括任何恫吓, 威胁, 压制和歧视。如果发生打击报复事件, 请立即向联邦政府承包商监管计划署办公室 (OFCCP) 报告。

提交投诉的时效:

所有有关投诉必须在所指控的歧视事件最后一次发生之后的特定时效内提交。总统行政命令11246号项下: 180天内; 康复法案和复员退伍军人法案: 300天内。若有例外, 必须获得联邦政府承包商监管计划办公室 (OFCCP) 主任的批准。

<p>姓名与地址:</p> <p>姓 名: <u>Jean Lin Hussey 林金珍</u></p> <p>地 址: <u>803 4th St</u></p> <p>城市: <u>Kalona</u> 州: <u>IA</u> 邮编: _____</p> <p>电话: <u>(319) 656-4541</u></p>	<p>您所指控的对您犯有就业歧视的公司名称地址:</p> <p>公司名称: <u>Board of Educational Examiners</u> <u>Grimes State Office Building</u></p> <p>地 址: <u>400 E 14th St</u></p> <p>城市: <u>Des Moines</u> 州: <u>IA</u> 邮编: <u>50319-0147</u></p> <p>电话: <u>515-281-3245</u></p>
<p>邮寄此表格至:</p> <p>联邦政府合同监管计划署办公室 (OFCCP)</p>	<p>请提供您所指控的对您歧视事件的最近日期:</p> <p><u>5-9-2014</u> <u>6-18-2014</u></p>

第一步: 选择您所投诉事件所对应的下述各项监管计划 (在其旁边的方格内划) 所依据的相应法规, (既: 第11246号总统行政命令及其修正案; 1973年康复法案及其修正案第503条款; 或1974年的越战期间退伍军人补助再调整法案, 及其修正案第38 U. S. C. 4212条款; 或打击报复)。

第二步:

在相对应的计划项下, 选择您所认为的对您造成歧视的类别依据, 例如, 种族, 性别, 原属国别。若您认为造成歧视的类别涉及多项, 您可选择多项。您也可以在种族/民族一栏内作出多项选择。

第11246号总统行政命令，及其修正案。此项命令涵盖那些以种族，肤色，宗教，性别或者出生地国别为依据提起投诉的人士。如果您选择了此项投诉，您的投诉将自动成为双重投诉，即同时在 1964 年民权法案第7章项下加以立案处理。我认为我曾经（或者目前仍然在）被由于下列原因受到歧视：

类别：

- | | | |
|--|--|--|
| <input type="checkbox"/> 种族 | <input type="checkbox"/> 西班牙语系后裔或拉丁语系后裔 | <input type="checkbox"/> 美国印第安人或阿拉斯加土著居民 |
| <input type="checkbox"/> 肤色 | <input type="checkbox"/> 非西班牙语系后裔或拉丁语系后裔 | <input checked="" type="checkbox"/> 亚洲人 |
| <input type="checkbox"/> 宗教 | | <input type="checkbox"/> 黑人或者美国非洲后裔 |
| <input type="checkbox"/> 性别 <input type="checkbox"/> 男 <input checked="" type="checkbox"/> 女 | | <input type="checkbox"/> 夏威夷或其他太平洋岛土著居民 |
| <input checked="" type="checkbox"/> 原属国别 | | <input type="checkbox"/> 白人 |
| <input type="checkbox"/> 其他 | | |

1973年康复法案，如其修正案第503条款。本法案涵盖那些患有残障的个人，和那些患有体力和脑力方面残障病史的人士，和那些被雇主认定为已经残障的人士。如果选择了此项，您的投诉将自动成为双重投诉，同时在美国残障人保护法项下同时立案处理。

类别：

残障 如果您是复原退伍军人请选择标注： 是 否

1974年的越战期间退伍军人补助再调整法案，如其修正案，第38 U. S. C. 4212条款。本法案涵盖特殊残废退伍军人，越南战争期间的残废退伍军人，最近转业退伍的复原军人，获得过武装力量服务奖章的退伍军人，和其他受保护的退伍军人。

打击报复：对任何个人由于他或她做出了投诉，参与了反对歧视的诉讼程序以及根据任何上述联邦计划对歧视行为作出抗争者的骚扰，恫吓，压制或歧视，都是非法的。

如果您的投诉是基于您本人的复员军人地位，选择下述适用的一项或者多项，在相应的方格做出标注：

- 我从现役军人地位被安排复员或者退伍的日期为（填写复员或者退伍的日期：_____）
- 作为一名复员军人，在我服役于武装力量期间，参加了美国的军事行动，并为此获得过根据第12985号总统行政命令（61 CFR 1209）所颁发的武装力量服务奖章。
- 我参与服役于某次战争或战役或特遣行动，为此我被授予了该战役证章。
- 我的正式服役期超过了180天，我被安排复员退伍的原因不属于非荣誉退伍，并且我的服役期间是在 1961年 2月28日至 1975年 5月7日之间，服役地点是在越南共和国；或者是 1964年 8月5日至 1975年 5月7日之间，服役地点为所有其他场合。
- 我复原或退伍的原因是由于与服役相关的残障原因。如果您选择了此项，您需要与此表格同时提交导致您复员退伍的您的医疗资料。（该资料可以从国家人事档案中心的您的军事档案总目录种查到，地址：9700 Page Blvd, St.,Louis,MO 63132）。

根据美国退伍军人事务局局长执行的法律，我是一名有权领取补偿金的复员退伍军人（或者假如我不领取军人退休金，则我应当有权利领取补偿金的）。选择下列一项：

问题：

- 伤残等级为 30% 以上；
- 伤残等级为 10% 至或20%，并已经被正式认定为符合严重影响工作的残疾标准
- 不属于 a 或者 b 的伤残等级

第三步：选择下列那些你认为你的雇主，基于您的种族，肤色，宗教，性别，出生地国别，残障或者复员退伍军人地位，而采取或者没有采取的行动的有关选项（可以选择多项）：

问题:

- 雇用
- 解雇
- 裁员
- 返工
- 工薪

- 升职
- 降职
- 资历工龄认定
- 骚扰
- 工作福利

- 工作任务分配
- 培训与实习
- 设施方面的种族隔离
- 产假
- 对残障人士提供的照顾

- 遵守安息日仪式
- 欺辱
- 其他

对每一指控事项, 请在下面的声明中加以解释, 您是如何受到歧视的:

1. 您是否知晓和您同一类的其他雇员或者申请者, 同样地也受到了你所指控(在上述选择项中)您所受到的歧视?
 是 否。如果是, 请在下述声明中提供他们的名字并说明他们是如何受到歧视的。
2. 您是否知晓和您不属于同一类的其他雇员或者申请者, 同样地也受到了你所指控(在上述选择项中)您所受到的歧视?
 是 否。如果是, 请在下述声明中提供他们的名字并说明他们是如何受到歧视的。

投诉内容:

请详细描述您所指控的歧视/报复行为的细节:
请包括下述内容:

- 您为什么认为该歧视行为是基于对您的残障或者复员退伍军人地位, 种族, 肤色, 宗教, 性别, 或者原属国别, 以及您为什么认为该行为是对您的报复;
- 如果有的话, 日期, 地点, 和参与或者目击人的姓名和头衔;
- 作为所指控的歧视行为的后果, 给您或者和您一起工作的人带来的伤害是什么, 如果有伤害的话;
- 您的雇主对此, 如果有的话, 所做出的解释是什么?, 以及
- 您所知道的任何关于您的雇主所获得的联邦政府承包合同方面的信息

如果这个投诉涉及到基于残障的歧视, 请您描述您的残障情况, 残障病史, 或者为什么您认为您的雇主将您视为残障人士。

根據您的網站:

"國家出身的歧视包括對待人(申請人或員工)不利, 因為他們是從一個特定國家或世界的一部分, "法律使非法使用就業政策或做法適用於每個人, 不論國籍的, 如果它有一定的民族血統的人口生負面影響, 而不是與工作相關或必要的業務運作".

我受聘於美國教育部門, 成為認證的教導作為一個普通話文老師在愛荷華州。

成為認證, 我需要通過一個測試來證明, 我知道我: 題目。在愛荷華州, 他們所選擇的測試是中國普通話 PRAXIS II, 這是只提供使用電腦, 和要來拼音。

不幸的是, 在台灣我們使用注音教育和電腦輸入。因為我不擅長拼音, 我不能通過寫作考試, 儘管很明顯, 我可以寫中國普通話(因為這種申請表就是個證明)。

愛荷華不給我用一個紙和鉛筆測試我可以寫中文字,我自無法拿到認證。

我在5月9日開庭審理 BOEE 被賦予對中文(普通話)虛假信息(我是不允許口話),他們拒絕向我提供6月20日重審。

現在經過六年半後,我失業了。來自中國大陸和台灣人民都知道怎麼寫中國字,只要您有受教育。

如果來自中國大陸的人需要測試使用注音,他們會有困難會失敗。一樣的,如果台灣人民測試使用漢語拼音,我們也會有困難會失敗。這是民族的歧視。

如果您为了解决这项投诉涉及的问题,已经 向其他途径(某个其他部门,某个律师,内部申述程序,等等)谋求过协助,请在此说明该途径的情况包括其名称姓名,联系协助的日期,和如果有的话,其结果:

姓名名称: IOWA BOARD OF EDUCATIONAL EXAMINERS 日期: 5-9-2014
结果: 在2014年5月9日,我的要求申請豁免提交给了BOEE,會議的召開用通過電話,我不允許口話,並有至少三次虛假陳述有關中國普通話,漢語拼音和行政過程的BOEE執行董事。該委員會投票6-2(4個缺席)否認我的要求,我被拒絕了我的認證,我要求重審,在愛荷華州法律允許的,而今天重審被拒絕了董事會6月20日的會議。因此,我將不得聘任為教師,下學年,非母語的美國人將被聘請教中國普通話,他不需要測試中國普通話 PRAXIS II。

您的朋友或者親屬:

如果你改变了通信地址或者电话号码,请通知联邦政府合同监管计划办公室(OFCCP)。您可以提供某个知道如何联络到您的人的下述资料,以便在联邦政府合同监管计划办公室(OFCCP)无法按照您原来提供的您的地址电话与您取得联系的时候,仍然能够设法联系到您。

姓名: JAMES P. HUSSEY

地址: 803 4th st.

城市: Kalona 州: IA 邮编: 52247

与您的关系: Husband

联系电话号: 319-656-4541

<p>您向其他部门投诉了吗? 如果您在其他部门投诉过此案或者相类似的案件, 请告知我们:</p> <p>名称姓名: _____ 否 地 址: _____ N/A 城市: _____ 州: _____ 邮编: _____ 联系人: _____ 电话: _____</p>	<p>您已经找好您的案件的代理了吗? 如果您已经找到了某律师, 某个人或者某个组织代理您的案件, 请告知我们:</p> <p>名称姓名: _____ 否 地 址: _____ N/A 城市: _____ 州: _____ 邮编: _____ 联系人: _____ 电话: _____</p>
--	---

签字与核实:

我声明, 如果我做虚假陈述, 我愿意接受针对假供的法律惩罚, 我所做出提供的上述信息就我所知晓和相信而言, 是真实和正确的。(故意做出虚假陈述将按照美国民法典 18 U.S.C. 1001条款受到相应的惩罚) 我谨此授权披露进行此项调查所需的任何健康医疗方面的资料。

林金珍

投诉者签名

6-18-2014

日期

Jean Lin Hussey
Jean Lin Hussey

公众负担声明

我们估计填写完成此项投诉表格平均花费的时间为1.28 小时, 包括阅读填表须知和查阅现存的有关数据资料, 搜集和保持所需资料, 以及完成并复核填写的表格所需的时间。如果您有任何关于这些估计和本投诉表的其他方面的问题的评论, 包括减少此项负担的建议, 请将您的意见和建议提交给:

The Office of Federal Contracts Compliance Programs Policy Division (1250-0002),
200 Constitution Ave., N.W. Room C-3325, Washington, D. C. 20210

注意: 请勿将填好的本表格寄交到这个办公室地址。

请勿在此线以下书写

本项投诉由我本人出面完成了核查对证。根据第11246号总统行政命令及其修正案; 和1973年康复法案, 如其修正案第503条款, 和/或1974年越战期间退伍军人补助再调整法案, 如其修正案之第38 U.S.C. 4212条款, 现将本投诉作为依据, 立案开展调查。

调查员 姓名 职务 头衔 调查员 签名 日 期

June 17, 2014

To the Iowa Board of Educational Examiners,

I was asked by Ms. Jean Lin Hussey to write you this letter of clarification. My understanding is that you may have some questions about the use of—and differences between and pinyin and Bopomofo.

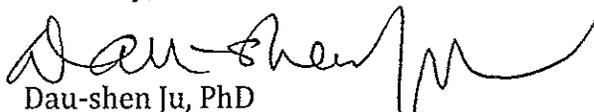
People in Taiwan and China speak Mandarin Chinese as its primary dialect, but the written languages and phonetic systems used in these two countries are different. For written languages, Taiwan maintains the traditional form whereas China adopts its simplified form. Although these written languages are different, many people in either country can read the format, simplified or traditional, that is not typically used in their country. As far as the phonetic systems used in these countries, however, they are significantly different. The school system in Taiwan uses Bopomofo to teach Chinese, and the school system in China uses pinyin. Most people in either country have great difficulty sounding out Chinese characters using the phonetic system that is unfamiliar to them. Bopomofo has been used in the Chinese School of Iowa City for the past thirty years to teach Chinese. This phonetic system has been widely adopted in other Chinese Schools across the United States.

I understand there is a concern about Jean Lin Hussey's writing skills as demonstrated through her keyboard skill of pinyin. I am unclear if the assessment itself is a valid or reliable measure of her writing skill. However, I have known Jean Lin Hussey for more than 15 years. Her Chinese skills are excellent—reading, writing, listening, and speaking. She was college educated in Taiwan, and was an important supporter of our Chinese school when her children were in elementary and middle school. There is no question as to whether she has excellent Chinese skills in reading, writing, listening, and speaking; she does.

I believe it is important that children from all backgrounds learn Chinese, as does Jean, which is why we both worked hard, in this case on Sunday afternoons, to support teaching the Chinese language and culture to children from families—from Taiwan, China and non-Asian backgrounds—for many, many years.

Jean is an outstanding person, an outstanding teacher, and an outstanding advocate for Chinese education. She has made it her life's work. The students of Iowa would be extremely fortunate to have her college-level native Chinese language skills and talents be used to teach Chinese in Iowa's schools.

Sincerely,



Dau-shen Ju, PhD
Former principal, Chinese School of Iowa City

Mr. Magee and Dr. Buck,

My name is Na Pan, go by Panna. My job is to teach Chinese at Valley High School in West Des Moines. I also serve the vice president for Chinese association of Iowa (CAI) and president of Iowa Chinese Language Teachers Association (ICLTA).

I am writing to you in regard to Jean Lin Hussey's request to clarify the difference of the phonetic system of Chinese used in Mainland and Taiwan. The phonetic/typing system, called Bo-po-mo-fo, is widely taught and used in Taiwan. This is different than Pinyin, which is taught and used in Mainland China as well as on the Mandarin Chinese PRAXIS II test offered by Board of Education Examiners (BOEE). Although both of the phonetic/typing systems are currently used to type Chinese characters (Chinese writing) on computers, they are very different from one another. It could take the entire school system (12 years) to study and learn either one. Therefore, Mrs. Hussey should choose other options to prove her writing skills when Bo-po-mo-fo is not available on the test. As a Chinese native speaker, I agree with her that the writing test score would not show her writing skills due to the different phonetic typing system on the test. I hope you can review this issue with her and provide a possible solution to her case.

As a Chinese teacher with two maternity leaves in 2012 and 2014, I understand how difficult it is to look for a certified Chinese teacher in Iowa. I also understand how difficult it is to keep Chinese teachers in Iowa due to the rapid growth of this language in the United States. It is great value and fortune for our students to learn a foreign language from a native speaker. Mrs. Hussey had five years of teaching experience to young learners. This is a very valuable recourse and person we should help. We should value her effort and past teaching experience to our students. I sincerely hope you could review her case and I would be happy to help if there is anything you need from our side.

Na Pan

napanus@gmail.com

515-509-4090

Good morning. My name is Jim Hussey. I am Jean's husband.

Over the past four years, I have spoken about Jean's case and Iowa's certification process for critical world languages with U.S. Secretary of Education Arne Duncan and Senator Tom Harkin. We have also communicated with George Maurer, Kevin Fangman, Larry Bice, Mary Lou Nosco, Darcy Lane, Jason Glass (for more than an hour in his office), Brad Buck and DT Magee.

For the most part, they deflected responsibility—the feds to the state, the DE to the BOEE, the BOEE to William Penn—and William Penn back to the state. It was a never-ending loop.

Given our experiences, Jean decided to apply for a waiver, but as late as April of this year the DE told her that state law was clear and Jean's waiver request would be denied.

That may surprise the two of you who voted on May 9 to grant Jean her waiver.

At the May meeting, we did not have the right to speak. As a result, we did not have the opportunity to correct three statements provided to you by Mr. Magee.

First, he said pinyin was adopted by Taiwan in 2009. That was true for new street signs to help foreigners, but not for education or computer input, **the two core issues in this case.**

Second, he said, "Yes, Jean could take the test again," leaving out it would make no difference because for people from Taiwan pinyin is the barrier, not Mandarin Chinese. Again, Jean has NEVER been given the chance to write real Mandarin Chinese—the ONLY reason she has been denied certification.

Third, he said that as soon as BOEE finds out about a situation like Jean's, they shut it down. Remember the names I said earlier—Maurer, Fangman, Bice, Nosco, Lane, Glass, Buck and Magee? They all knew about Jean, at various levels of detail, long before March.

Moreover, a 2012 DE accreditation team reported under Curriculum and Instruction / **Noted Strengths**, "All stakeholders interviewed value the introduction of foreign languages (Chinese and Spanish) at the elementary level."

Jean also hosted China's National Education Examinations Authority, the largest testing organization in the world, and they were also impressed—and I have press releases from the Bush Administration, Obama Administration, Senator Harkin and Senator Grassley—along with a feature story in the New York Times—all suggesting Mid-Prairie's program was no secret.

The EEOC explains on its website: "National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world...The law makes it illegal for an employer or other covered entity to use an employment policy or practice that applies to everyone, regardless of national origin, if it has a negative impact on people of a certain national origin and is not job-related or necessary to the operation of the business."

You might find a lawyer who could argue the law doesn't apply to you—but why would you want to? Do you think Iowa's residents would think that's a good investment of their tax dollars? Especially when our 20 percent minority student population is the only demographic that is growing—and already overshadows the percentage of minority teachers 10-to-1?

If we do go to court, you can tell me if judges or jurors would believe Jean can't speak, read, and write Chinese. In fact, Jean has been hired by the Iowa court system to do exactly that.

As her husband, I can only describe the process Jean has endured as horrifying, heartbreaking and humiliating—and this week it got worse.

I have heard the concern may not be Jean's skills, but that if we do not require the test the DE has selected, even one that we know discriminates on the basis of national origin, is not reliable within its own test sections, and has been proven to have no predictive validity in Jean's specific case, someone else may get through the system in the future.

In other words, Jean—who has done NOTHING other what she was recruited to do by the U.S. government—would be forced to assume the punishment for a future act that someone else has yet to commit.

The fundamental basis of every moral code, secular or sacred, is that every person has unique human dignity. Jean is sitting right here in front of you, a flesh-and-blood human being.

Your first belief statement reads "We Believe: that an effective licensure system is efficient, innovative, and responsive to needs of students and educators." I simply do not understand how anyone could go to sleep at night believing that is "ethical" to sacrifice the certification Jean has earned, and her career, on the brutal altar of bureaucratic consistency.

I would like to thank Mary K. Overholtzer and Richard Wortmann for their courageous and common sense votes in support of Jean's waiver request.

On the day of your 6-2 vote, we wrote an email, copying Mr. Magee and Dr. Buck. We quoted Dr. Martin Luther King, Jr., who said, "The moral arc of the universe is long, but it bends toward justice." We added that on May 9, the moral arc had taken a terrible wrong turn.

We had hoped today would be a new chance to bend the moral arc back toward justice.

Please let us know that it's not too late.

We would welcome the opportunity to answer any questions you might have.

Bush Administration

National Security Language Initiative

When the President established the National Security Language Initiative (NSLI) in 2006, FLAP gained prominence as an essential component of K-16+ education to prepare foreign language speakers. NSLI was designed to dramatically increase the number of Americans learning critical foreign languages through new and expanded programs from kindergarten through university and into the workforce. Foreign language learning is important for Americans to engage foreign governments and peoples, especially in critical regions; a population of multilingual citizens can encourage reform, promote understanding, convey respect for other cultures, and provide other nations an opportunity to learn more about America and its citizens.

To address these needs, the Secretaries of State, Education and Defense, and the Director of National Intelligence developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce with new programs and resources.

The most recent FLAP competitions in 2006 and 2007, refocused by NSLI, awarded competitive priority points to applicants that proposed foreign language instruction in critical foreign languages—specifically in Arabic, Chinese, Japanese, Korean, Russian, and languages in the Indic, Iranian, and Turkic families. The priority also required that instruction would be primarily during the school day to increase the likelihood that students would attain proficiency. The majority of grants funded in these years proposed to address critical foreign languages (58 of 70 grants in 2006, and 31 of 52 grants in 2007). Of those that planned instruction in critical languages, the majority proposed Chinese. Examples of current state and local programs follow:

Obama Administration

Secretary Duncan also had this to say about the FLAP grants in 2009: "Communicating with our international neighbors not only promotes peaceful relations but also equips students for employment and to compete in the global marketplace. These grants will help strengthen both our national and economic security."

Mid-Prairie schools get federal grant to teach Chinese

by Ray Welkai
The Kalona News

Children in the Mid-Prairie School District will now have a chance to learn Chinese, thanks to a federal grant.

U.S. Secretary of Education Margaret Spellings announced on Tuesday, June 19, \$8.7 million in grants to school districts in 20 states to help increase the number of Americans learning foreign languages critical to national

security and commerce.

Mid-Prairie will get \$238,482 as part of a three-year grant through the Foreign Language Assistance Program (FLAP).

The money will be used to pay for the instruction of Chinese at Wellman Elementary School and Washington Township Elementary School, according to district faculty member Susie Swartzendruber. Every social studies class will include a Chinese language component.

Reaction to the announcement that M-P had won the grant was mixed because staff and faculty had also recently learned of the death of long-time KE principal Bill Marks, according to Swartzendruber. Marks was a key member of the team that organized and wrote the grant applications.

"It was kind of bittersweet because Bill had a huge part in writing the grants and supporting it," Swartzendruber said. "But we

were also so excited and happy that every single elementary kid will have a chance to learn a foreign language."

The new funding is in addition to a three-year grant awarded to the district last year for the instruction of Arabic at Kalona Elementary School. District officials had unsuccessfully applied for the Chinese language grant along with the Arabic language grant application. Experts recommended that the

district apply for two different languages, according to Swartzendruber.

"Our consultant thought that would be a better way to get both grants," she said.

Mid-Prairie is one of only two districts in Iowa to get FLAP grants this year. The West Des Moines Community School District received grants for \$119,844 and \$197,000.

As part of President Bush's

•CHINESE - see page 7A

* From page 1A • CHINESE
National Security Language Initiative, the grants are intended to address the shortage of critical foreign language speakers by supporting new and expanded programs in grades K-12.

"Too few speak languages like Arabic, Chinese and Farsi at a time when communication is vital to a peaceful world," said U.S. Secretary of Education Margaret Spellings. "We hope

these funds will enable more students to become fluent in critical languages."

Less than one percent of American high school students study Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu, according to the State Department. Less than eight percent of U.S. undergraduates take foreign language courses, and fewer than two percent study abroad in any given year. Foreign language degrees account for only

one percent of undergraduate degrees conferred in the United States.

The National Security Language Initiative aims to boost the number of Americans studying Arabic, Chinese, Russian, Hindi, Farsi and others in programs from kindergarten through college. To do that, the initiative will help develop teachers in those languages and encourage students to study critical foreign languages.

Besides the Education Department, other federal agencies have roles in the initiative, including the State Department, Defense Department and Office of the Director of National Intelligence.

To help raise public awareness about the language shortage, Secretary Spellings has told audiences that, "This is not just an education issue; it's an economic issue, a civic issue, a social issue, a national security

issue, and it's everybody's issue."

While only 44 percent of our American high school students are studying any foreign language, Spellings said learning a second or even a third foreign language is compulsory for students in the European Union, China, Thailand and other countries.

"Many begin learning before they're even 10 years old," she said. "And as fluent, accent-less adults, they will have a strong advantage over monolingual

Americans in developing new relationships and businesses in countries other than their own."

For more information on the department's Foreign Language Assistance Program, see www.ed.gov/programs/flap/index.html. For details on the National Security Language Initiative, visit www.ed.gov/about/initiatives/competitiveness/nsli/index.html.

<http://www.kalonanews.com/articles/2010/04/07/news/doc4bbcb4b0b3a69798061645.txt>

Mid-Prairie receiving two language grants for Chinese and Spanish

Published:

Wednesday, April 7, 2010 11:59 AM CDT

Mid-Prairie Community School District will receive two grants from the U.S. Department of Education for its Chinese and Spanish language programs. Its CHEERS (Chinese Educational Experience in Rural Schools) program will receive \$149,538 and its ASPIRE (Aspiring for Spanish in Rural Education) program will receive \$153,438.

The funds are from the Foreign Language Assistance Program – Local Education Agencies (FLAP–LEA) Grants program, which helps establish, improve, or expand innovative foreign language programs that show the promise of being continued beyond their project period and can be disseminated and duplicated by other LEAs for elementary and secondary school students.

Tom Harkin

IOWA'S SENATOR

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Senator Harkin

For Iowans

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Contact Tom



search harkin.senate.gov

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Senator Harkin > Press > Releases

June 14, 2007

HARKIN ANNOUNCES FUNDS FOR FOREIGN LANGUAGE PROGRAMS IN KALONA SCHOOLS

WASHINGTON, D.C. – Senator Tom Harkin (D-IA) today announced that Mid-Prairie Community Schools received over \$238,000 to strengthen foreign language programs at Kalona Elementary School. These funds were made available through the Department of Education's (DOE) Foreign Language Assistance Program. Harkin is the Chairman of the Senate panel that funds education initiatives.

"In this age of globalization, it is increasingly important that our children know how to speak other languages," Harkin said. "I hope that these funds will help Mid-Prairie Community Schools improve Iowa kids' language skills and make them more competitive in the global market place."

These funds will be used to support Project CHAMPS (Chinese Instruction and Achievement for Mid-Prairie Students). The project aims to increase Chinese language proficiency and cross-cultural knowledge for K-5 students. The project will also increase the number of elementary teachers who are trained to improve students' knowledge of Chinese language and culture.



Education



Hope for Disabilities



Health & Wellness

<http://www.kcrg.com/news/local/89933717.html>

WASHINGTON (AP) - Sen. Chuck Grassley says the U.S. Department of Education has awarded \$517,078 in grants to two Iowa school districts.

According to Grassley, the money is coming from the Education Department's foreign language assistance program.

The Bondurant Farrar Community School District will receive \$214,102 for a project offering international courses to elementary students.

The Mid-Prairie Community Schools in Wellman will receive \$149,538 for a project that teaches students about China and its language, and \$153,438 for a project that teaches Spanish culture and language.

The Education Department says the intent of the grants is to help establish, improve, or expand innovative foreign language programs that show the promise of being continued for an extended period.

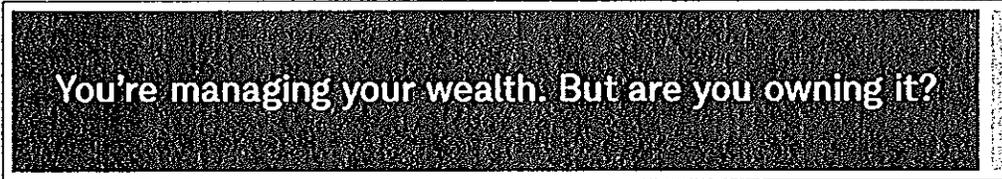
<http://www.nytimes.com/2008/01/02/world/americas/02iht-teacher.1.8986089.html? r=0>

The New York Times

America

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

AFRICA AMERICAS ASIA PACIFIC EUROPE MIDDLE EAST



Bridging a culture gap, teaching Arabic in Iowa

By Samuel G. Freedman

Published: Wednesday, January 2, 2008

KALONA, Iowa — Zahra al-Attar drove down the two-lane highway from Iowa City to her morning classes here. As she entered Kalona, population 2,200 and change, she rolled past the harness shop and the veterinary clinic, those reminders of her dislocation. She noticed, too, a horse-drawn buggy on the shoulder, an unexpected cue for memory.

When she was growing up in Baghdad nearly 40 years ago, she rode a similar cart to school. On occasion, the driver would let her hold the

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[http://www.docstoc.com/docs/86808179/2009-Foreign-Language-Assistance-Program-LEAs-Abstracts-\(MS-Word\)](http://www.docstoc.com/docs/86808179/2009-Foreign-Language-Assistance-Program-LEAs-Abstracts-(MS-Word))

FLAP ABSTRACTS
84,293R 2010

Phone/E-mail	515-967-7819 peggy_vint@bondurant.k12.ia.us
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Project ASPIRE will expand a model Chinese language program from Mid-Prairie Community Schools to Bondurant-Farrar Community School District. The project will utilize K-5 Chinese curriculum aligned to national and state standards to provide standardized instruction in the content area of social studies.

Chinese K-5

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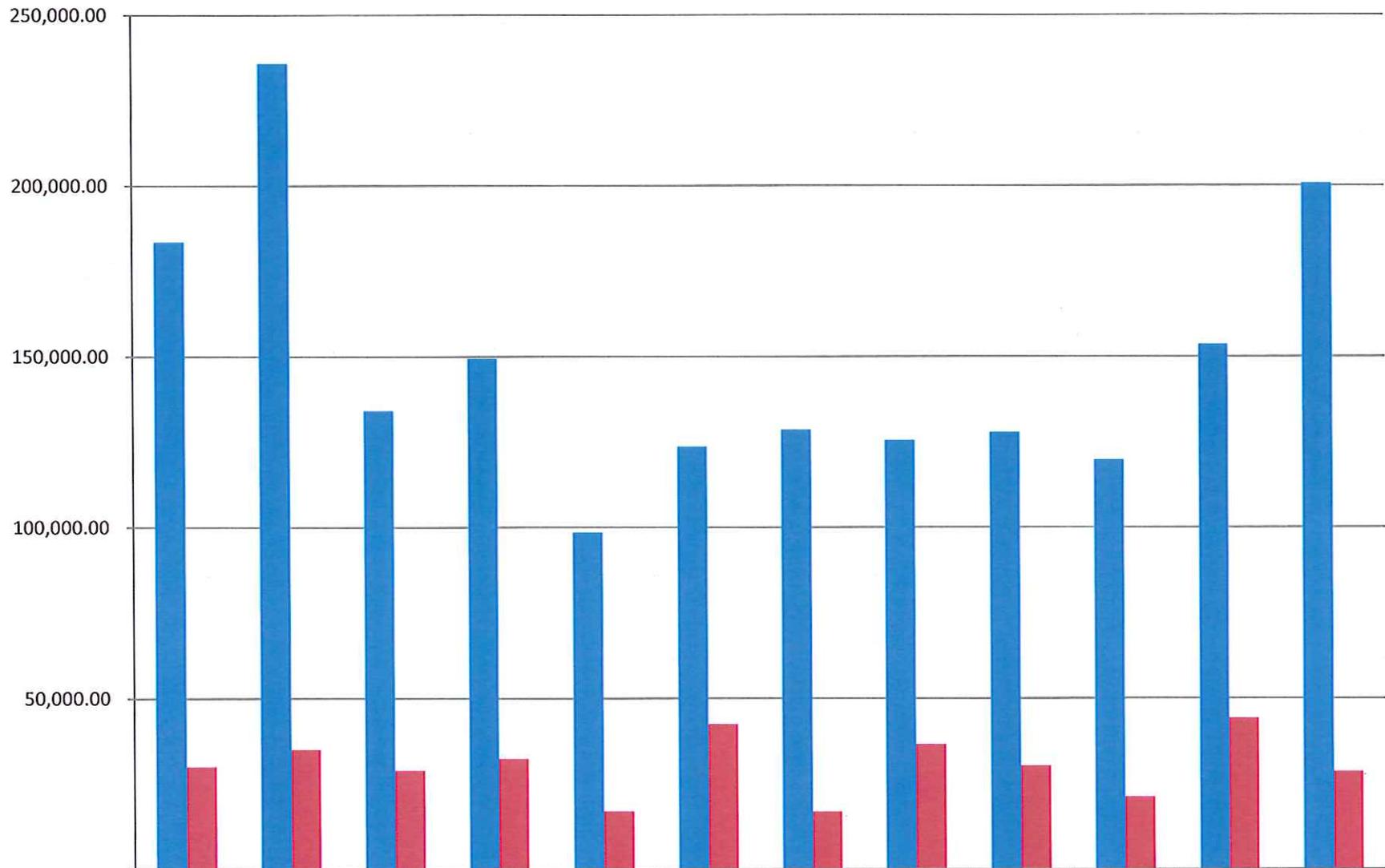
Board of Educational Examiners (BOEE)

Cash Balance

10-Year History

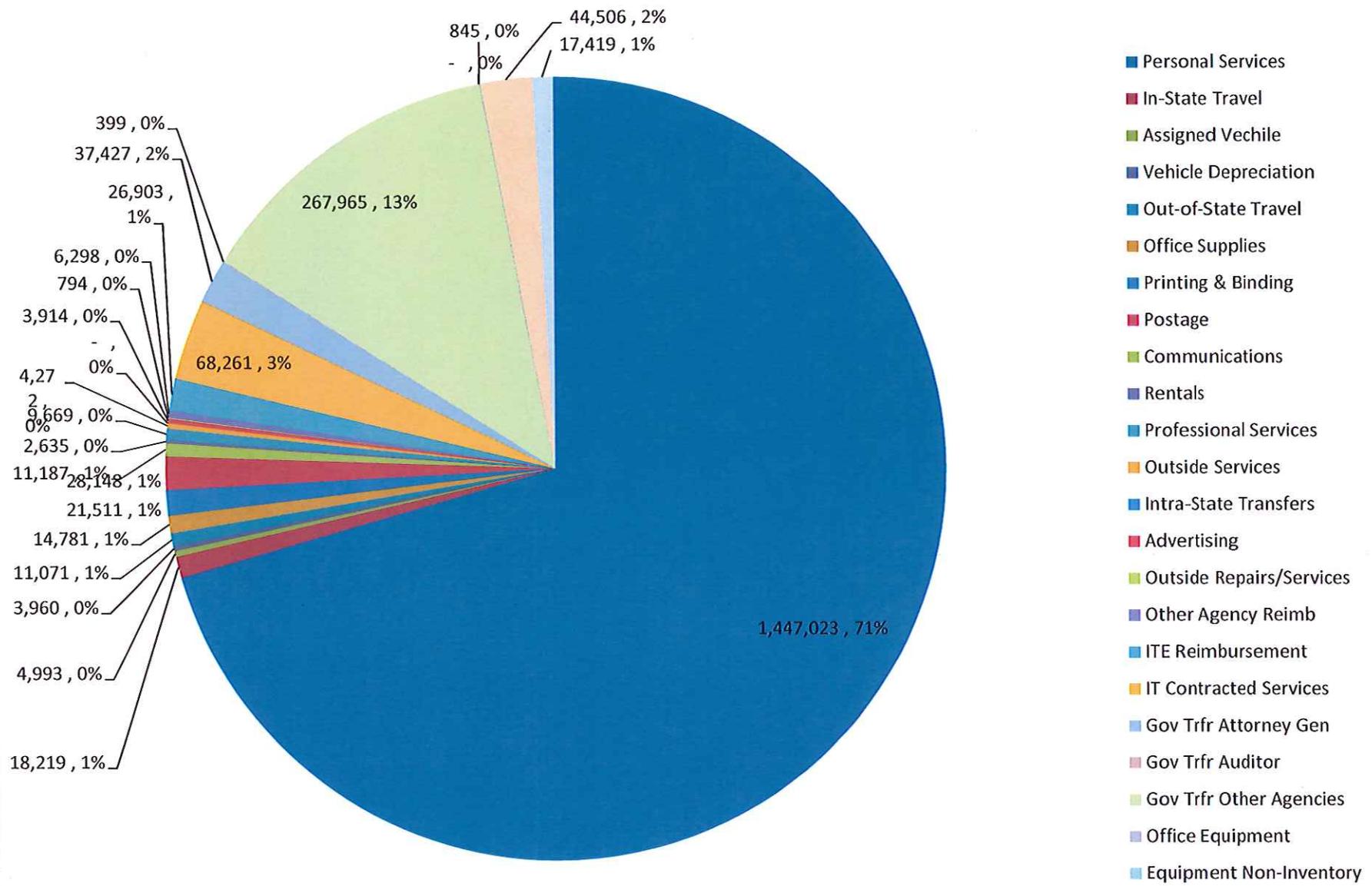
	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation											40,974
Total Revenues	2,143,875	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	2,052,199	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	91,676	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	1,247,908	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	8%	10%	13%	33%	49%	-53%	33%	302%	3545%		

Receipts July 2013-June 2014

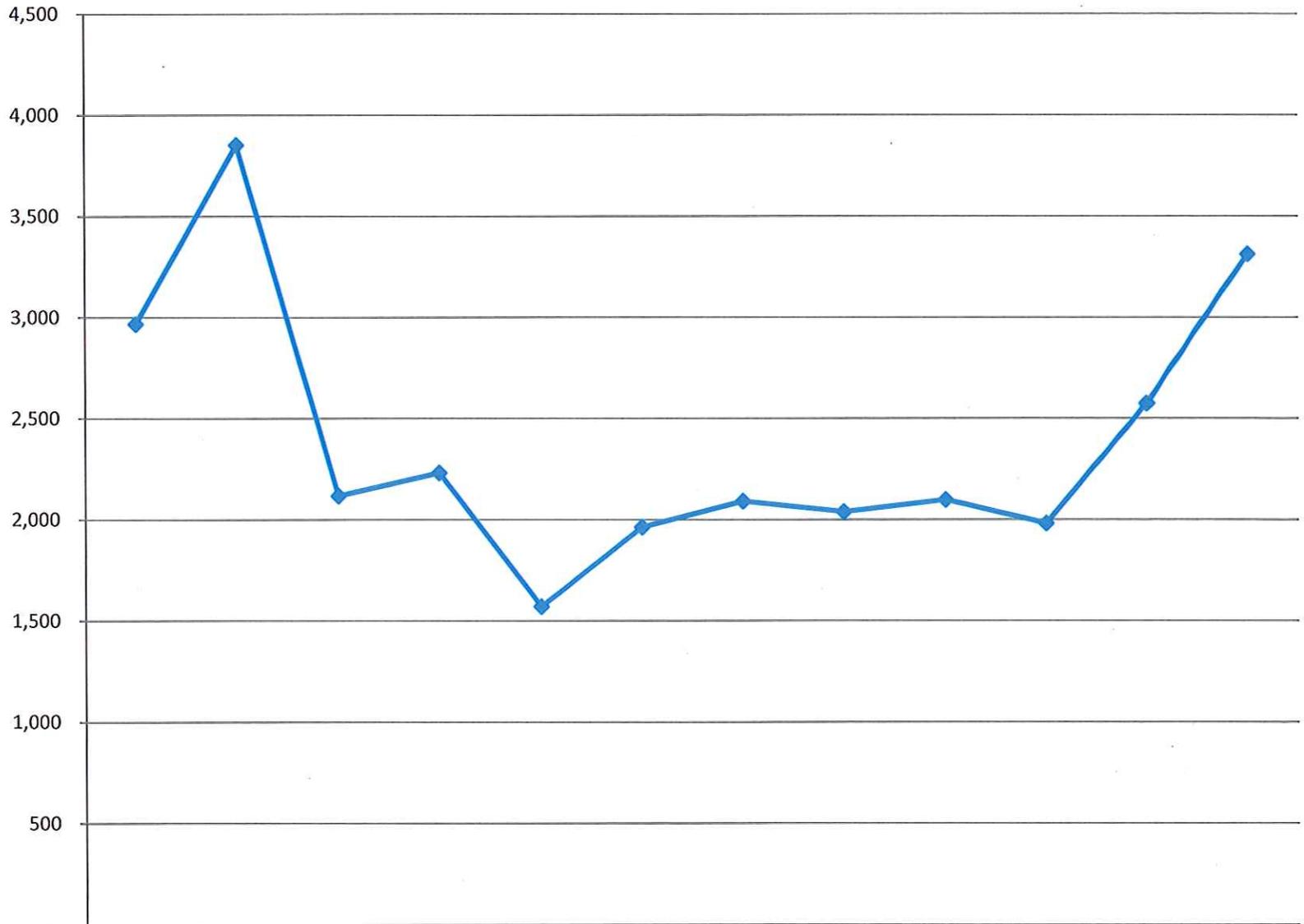


	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
Licensure Fees	183,580.	235,752.	134,187.	149,360.	98,513.2	123,617.	128,523.	125,475.	127,790.	119,784.	153,572.	200,697.
DCI Check Fee	30,056.0	35,009.0	28,847.0	32,344.0	16,952.0	42,393.0	16,783.0	36,491.0	30,251.0	21,120.0	44,200.0	28,574.0

Expenditures July 2013-June 2014

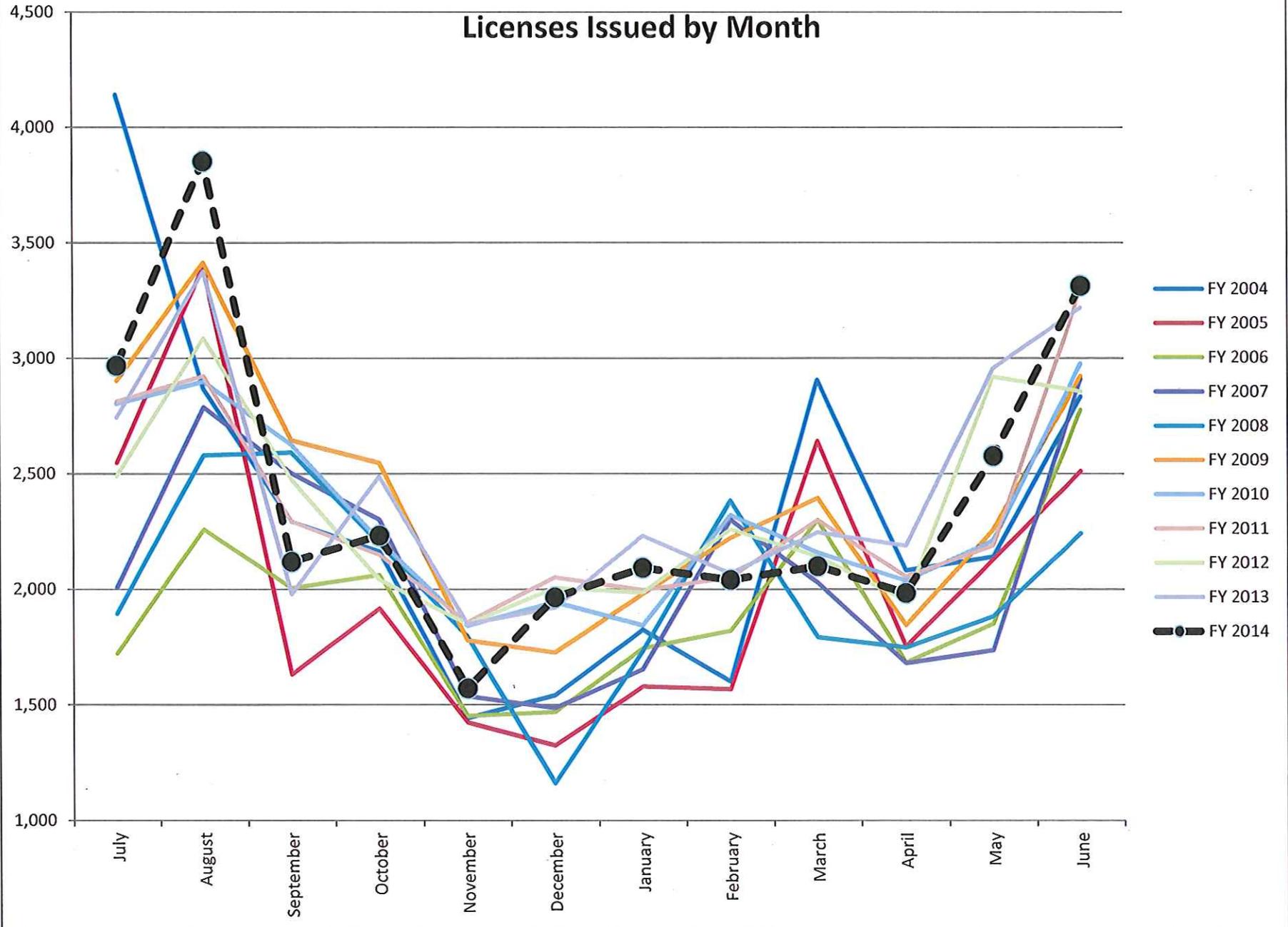


Total # Licenses Issued FY14



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,968	3,852	2,119	2,232	1,571	1,964	2,092	2,040	2,099	1,983	2,576	3,313

Licenses Issued by Month



Board of Education Examiners SFY 14 Financial Reporting by Orgn/Month

FY 14 Balance Sheet / Cashflow Chart

Licensure Fees (orgn 9397)	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
Receipts															
Brought Fwd from 13	100,000.00	1,056,232.35	-	-	-	-	-	-	-	-	-	-	-	-	1,156,232
Carry Fwd to 15															
401 Licensure Fees	183,580.50	235,752.00	134,187.75	149,360.75	98,513.25	123,617.25	128,523.25	125,475.50	127,790.25	119,784.50	153,572.25	200,697.75	-	-	1,780,855
704 DCI Check Fee	30,056.00	35,009.00	28,847.00	32,344.00	16,952.00	42,393.00	16,783.00	36,491.00	30,251.00	21,120.00	44,200.00	28,574.00	-	-	363,020
BoEE Total Receipts	313,636.50	1,326,993.35	163,034.75	181,704.75	115,465.25	166,010.25	145,306.25	161,966.50	158,041.25	140,904.50	197,772.25	229,271.75	-	-	3,300,107
401 Licensure Fees (GenFund)	60,611.50	77,714.00	44,376.25	49,123.25	32,530.75	40,983.75	42,012.75	41,502.50	42,227.75	39,266.50	50,846.76	-	-	-	521,196
Expenditures															
101 Personal Services	68,492.36	109,738.61	126,868.44	177,243.52	99,304.41	116,383.80	115,695.60	116,385.68	117,188.25	181,364.49	101,469.27	116,888.58	-	-	1,447,023
202 In-State Travel	54.12	13.13	1,528.23	2,141.83	3,468.83	344.76	1,215.49	2,495.89	2,145.65	2,453.06	1,064.18	1,293.62	-	-	18,219
203 Assigned Vehicle	-	287.51	523.09	1,022.91	534.61	472.80	375.27	245.43	354.66	525.95	317.50	333.54	-	-	4,993
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	-	-	3,960
205 Out-of-State Travel	-	-	-	3,341.00	1,900.72	385.61	-	-	-	-	-	5,444.14	-	-	11,071
301 Office Supplies	5,573.85	291.14	370.12	150.85	1,490.35	385.10	94.79	11.81	415.99	4,798.13	589.70	609.15	-	-	14,781
309 Printing & Binding	-	256.20	5,544.59	415.00	1,633.00	624.00	20.11	902.00	3,555.50	2,048.51	3,346.00	3,165.80	-	-	21,511
313 Postage	-	3,000.53	3,671.38	2,639.90	2,179.57	1,791.90	1,902.83	2,426.88	2,050.19	2,608.46	2,787.94	3,088.34	-	-	28,148
401 Communications	73.85	704.78	930.89	656.09	691.85	652.92	2,095.16	976.20	951.71	1,006.07	1,225.71	1,221.27	-	-	11,187
402 Rentals	615.00	283.02	891.70	70.00	274.86	-	-	-	-	-	500.00	-	-	-	2,635
405 Professional Services	-	-	200.00	350.00	564.61	600.00	497.43	367.27	513.18	838.05	5,487.97	250.00	-	-	9,669
406 Outside Services	48.60	28.44	78.18	20.60	44.96	52.45	55.47	621.68	1,326.83	298.05	1,652.26	44.62	-	-	4,272
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
408 Advertising	-	-	56.84	52.43	-	-	416.85	-	3,387.53	-	-	-	-	-	3,914
409 Outside Repairs/Services	1.00	181.75	-	191.64	-	-	165.57	-	95.00	158.77	-	-	-	-	794
414 Other Agency Reimb	-	298.32	1,079.82	300.32	300.32	1,034.82	300.32	302.56	1,034.82	311.89	300.32	1,034.82	-	-	6,298
416 ITE Reimbursement	54.60	1,589.72	2,241.08	2,765.79	3,948.44	2,183.41	2,053.61	2,714.70	2,362.44	2,076.57	2,162.35	2,750.35	-	-	26,903
418 IT Contracted Services	-	-	40,205.60	-	-	-	-	-	28,055.00	-	-	-	-	-	68,261
432 Gov Trfr Attorney Gen	-	-	6,666.66	3,349.16	3,376.91	3,369.13	3,339.51	3,517.17	3,533.99	3,465.11	3,340.38	3,469.04	-	-	37,427
433 Gov Trfr Auditor	-	-	-	-	-	75.28	203.12	-	-	120.76	-	-	-	-	399
434 Gov Trfr Other Agencies	-	-	54,212.00	22,695.00	26,226.00	13,294.00	22,793.22	27,225.80	23,829.00	31,124.37	18,046.00	28,520.00	-	-	267,965
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
503 Equipment Non-Inventory	-	844.80	-	-	-	-	-	-	-	-	-	-	-	-	845
510 IT Equipment & Software	11,305.00	-	339.31	522.45	-	-	406.00	7,960.08	2,619.40	3,376.11	-	17,978.00	-	-	44,506
602 SWICAP/Other Expense	-	-	759.88	12,705.15	445.92	577.47	600.92	390.15	1,012.21	465.11	-	462.09	-	-	17,419
Total Expenditures	86,218.38	117,877.95	246,527.79	230,993.64	146,745.36	142,587.45	152,591.27	166,903.30	194,791.35	237,399.46	142,649.58	186,913.36	-	-	2,052,199
Excess (Deficiency) of Revenue over Expenditures	127,418.12	152,883.05	(83,493.04)	(49,288.89)	(31,280.11)	23,422.80	(7,285.02)	(4,936.80)	(36,750.10)	(96,494.96)	55,122.67	42,358.39	-	-	91,676
Beginning Cash Balance	100,000.00	227,418.12	1,436,533.52	1,353,040.48	1,303,751.59	1,272,471.48	1,295,894.28	1,288,609.26	1,283,672.46	1,246,922.36	1,150,427.40	1,205,550.07	1,247,908.46	-	-
Ending Cash Balance	227,418.12	1,436,533.52	1,353,040.48	1,303,751.59	1,272,471.48	1,295,894.28	1,288,609.26	1,283,672.46	1,246,922.36	1,150,427.40	1,205,550.07	1,247,908.46	-	-	1,247,908

Licensure Fee Receipts by Accounting Source and Month SFY 14

Acct	Class	Description	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
		Brought Fwd not included															
154	401	Licensure Fees %	183,580.50	235,752.00	134,187.75	149,360.75	98,513.25	123,617.25	128,523.25	125,475.50	127,790.25	119,784.50	153,572.25	200,697.75	-	-	1,780,855.00
154	704	DCI Check Fee	30,056.00	35,009.00	28,847.00	32,344.00	16,952.00	42,393.00	16,783.00	36,491.00	30,251.00	21,120.00	44,200.00	28,574.00	-	-	383,020.00
Gen Fund	401	Licensure Fees	60,611.50	77,714.00	44,376.25	49,123.25	32,530.75	40,983.75	42,012.75	41,502.50	42,227.75	39,266.50	50,846.76				521,195.76
		Net Receipts	<u>274,248.00</u>	<u>348,475.00</u>	<u>207,411.00</u>	<u>230,828.00</u>	<u>147,996.00</u>	<u>206,994.00</u>	<u>187,319.00</u>	<u>203,469.00</u>	<u>200,269.00</u>	<u>180,171.00</u>	<u>248,619.01</u>	<u>229,271.75</u>	<u>200,697.75</u>	<u>-</u>	<u>2,665,070.76</u>
																	28,574.00
0914	401	Refunds	50.00	375.00	968.00	1,510.00	688.00	740.00	993.00	248.00	680.00	981.00	170.00				7,403.00

Number of Licenses Issued by Month

Record Year in Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2014 Actual	2,968	3,852	2,119	2,232	1,571	1,964	2,092	2,040	2,099	1,983	2,576	3,313	28,809
<i>Running Total</i>	2,968	6,820	8,939	11,171	12,742	14,706	16,798	18,838	20,937	22,920	25,496	28,809	
FY 2013 Actual	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
<i>Running Total</i>	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012 Actual	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
<i>Running Total</i>	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011 Actual	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
<i>Running Total</i>	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010 Actual	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
<i>Running Total</i>	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009 Actual	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
<i>Running Total</i>	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008 Actual	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
<i>Running Total</i>	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007 Actual	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
<i>Running Total</i>	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006 Actual	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
<i>Running Total</i>	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
<i>Running Total</i>	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
<i>Running Total</i>	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
Proj FY14 for Budget	2,436	2,959	2,304	2,208	1,683	1,663	1,857	2,059	2,290	1,902	2,228	2,854	27,128
<i>Running Total</i>	2,436	5,395	7,699	9,906	11,589	13,252	15,109	17,168	19,458	21,360	23,588	26,442	

Obligations vs. Budget Report

Budget Fiscal Year: 2014

	Total Obligations FY-To-Date	SY 14 Spending Plan	Budget Balance	Percent of Budget Received /Spent
Resources:				
Balance Forward	\$ 100,000	\$ -		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 1,780,855	\$ 1,739,848		
704 Other	\$ 363,020	\$ 360,000		
Total Resources:	\$ 2,243,875	\$ 2,099,848	\$ (44,027)	102.10%
<i>(Total Revenue)</i>	<u><u>\$ 2,143,875</u></u>			
Expenditures:				
101 Personal Services	\$ 1,447,023	\$ 1,500,444	\$ 53,421	96.44%
202 In-State Travel	\$ 18,219	\$ 25,000	\$ 6,781	72.88%
203 Assigned Vehicle	\$ 4,993	\$ 4,000	\$ (993)	124.83%
204 Vehicle Depreciation	\$ 3,960	\$ 3,000	\$ (960)	132.00%
205 Out-of-State Travel	\$ 11,071	\$ 20,000	\$ 8,929	55.36%
301 Office supplies	\$ 14,781	\$ 10,000	\$ (4,781)	147.81%
309 Printing & Binding	\$ 21,511	\$ 15,000	\$ (6,511)	143.40%
313 Postage	\$ 28,148	\$ 40,000	\$ 11,852	70.37%
401 ICN/Communications	\$ 11,187	\$ 15,000	\$ 3,814	74.58%
402 Rentals	\$ 2,635	\$ 3,500	\$ 865	75.27%
405 Professional Services	\$ 9,669	\$ 26,600	\$ 16,931	36.35%
406 Outside Services	\$ 4,272	\$ 5,000	\$ 728	85.44%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 3,914	\$ 3,000	\$ (914)	130.46%
409 Outside Repairs/Ser	\$ 794	\$ 5,000	\$ 4,206	15.87%
414 Other Agency Reimb	\$ 6,298	\$ 15,000	\$ 8,702	41.99%
416 ITD Reimbursement	\$ 26,903	\$ 20,000	\$ (6,903)	134.52%
418 IT Contracted services	\$ 68,261	\$ 350,000	\$ 281,739	19.50%
432 Gov Transfer AG	\$ 37,427	\$ 40,000	\$ 2,573	93.57%
433 Gov Transfer Auditor	\$ 399	\$ 10,000	\$ 9,601	3.99%
434 Gov Trans Other Agency	\$ 267,965	\$ 360,000	\$ 92,035	74.43%
502 Equipment Inventory	\$ -	\$ 2,500	\$ 2,500	0.00%
503 Equipment Non-Inven	\$ 845	\$ 3,000	\$ 2,155	28.16%
510 IT Equipment	\$ 44,506	\$ 60,000	\$ 15,494	74.18%
602 SWICAP	\$ 17,419	\$ 30,000	\$ 12,581	58.06%
705 Refunds	\$ 7,403	\$ 5,000	\$ (2,403)	148.06%
Carryover		\$ -		
Expenditure Subtotal	\$ 2,059,602	\$ 2,571,044	\$ 511,442	80.11%
<i>Revenue Less Expenditures</i>	<u><u>\$ 84,273</u></u>			

(off from Finance report by \$5,000+ due to inclusion of refunds)

FY 2014 Actual Revenue for each License Issued

FY 2014 Actual Number of Licenses Issued per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	23	48	18	21	17	18	18	19	27	35	30	23	297
Late Fees - online	40	39	12	13	5	7	13	7	9	8	6	19	178
Master Ed - Online	162	155	81	87	90	71	155	75	94	94	91	133	1,288
Prof Adm - Online	19	15	13	19	10	15	21	15	12	14	13	18	184
Prof Service License	0	10	5	7	4	5	10	0	3	8	4	8	64
Standard Lic - Online	312	325	169	181	165	146	267	168	202	188	206	243	2,572
Background	321	408	396	431	211	602	188	515	409	255	626	363	4,725
Background in Office	132	138	44	57	43	50	70	46	57	61	53	78	829
Initial Teacher lic	149	238	305	359	127	609	160	472	261	138	475	148	3,441
Extended initial	18	22	12	22	15	26	33	32	29	26	18	29	282
Standard License	282	410	177	195	127	124	192	156	174	138	179	281	2,435
Master Ed	223	293	169	166	144	132	165	151	145	151	142	213	2,094
Professional Adm	117	79	102	86	63	65	90	73	62	64	91	133	1,025
Coach Authorization	280	442	216	246	265	139	212	209	338	246	226	257	3,076
Substitute License	168	236	131	149	99	91	124	102	107	105	89	96	1,497
Substitute Auth	61	91	69	90	58	88	75	60	47	26	27	54	746
Endorsement	169	322	115	99	51	87	143	124	94	100	189	238	1,731
Duplicate Lic	24	36	17	16	7	10	8	14	6	17	10	13	178
Tx Evaluation	194	221	80	74	48	60	73	102	123	135	122	222	1,454
Late Payment	108	210	139	336	129	98	72	86	83	102	77	77	1,517
Out-of-state T or A	149	171	81	64	39	61	90	76	78	95	92	153	1,149
Out-of-country	1	1	9	0	0	1	1	0	0	0	0	0	13
BTW Driving Instr	11	6	5	4	20	21	12	17	18	21	12	17	164
Class A	140	105	100	103	93	112	130	85	136	228	294	603	2,129
Class B	199	323	90	132	34	25	21	18	26	32	70	131	1,101
Class E	38	48	23	18	11	11	13	9	16	12	29	60	288
Class G	4	2	0	1	1	2	1	1	1	1	0	3	17
Coach Auth Extend	11	18	6	7	8	2	4	6	5	4	7	4	82
Evaluator (New)	4	4	0	2	0	0	1	1	4	1	1	0	18
Initial Admn Lic	3	20	6	1	1	0	1	2	0	0	1	1	36
Extended initial Adm	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech	3	5	6	0	1	0	2	2	0	1	3	4	27
Paraeducator	117	138	69	45	45	19	50	29	72	74	109	147	914
Para Add Con	19	7	9	3	7	2	1	0	1	1	8	29	87
Orientation & Mobility	1	0	0	0	0	0	0	0	0	0	0	0	1
SPR	29	32	21	25	11	9	6	9	4	12	14	19	191
Teacher Intern Lic	5	3	0	2	0	0	0	0	1	1	2	1	15
Initial Prof Service	15	9	4	0	0	0	5	2	1	1	3	6	46
Professional Service	13	10	10	6	7	11	7	9	8	8	16	20	125
PSL - Class A	3	6	0	0	0	0	1	0	0	0	0	4	14
PSL - Class B	0	0	0	0	0	0	0	0	0	0	0	0	0
IPREP-Portfolio Review	0	0	0	0	1	0	0	1	0	0	0	0	2
SBO	2	1	1	2	2	2	0	1	4	6	3	2	26
Native Language Authorization	0	0	1	0	0	0	0	0	0	1	0	1	3
Over Payment	10	4	3	9	7	0	1	2	1	3	2	3	45
Total # Licenses Issued	2,968	3,852	2,119	2,232	1,571	1,964	2,092	2,040	2,099	1,983	2,576	3,313	28,812
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

FY 2014 Actual Revenue for each License Issued

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Duplicate Lic - Online	\$ 414	\$ 864	\$ 324	\$ 378	\$ 306	\$ 324	\$ 324	\$ 342	\$ 486	\$ 630	\$ 540	\$ 414	\$ 5,346
Late Fees - online	\$ 1,700	\$ 2,200	\$ 875	\$ 875	\$ 150	\$ 200	\$ 625	\$ 175	\$ 450	\$ 400	\$ 300	\$ 850	\$ 8,800
Master Ed - Online	\$ 14,256	\$ 13,640	\$ 7,128	\$ 7,656	\$ 7,920	\$ 6,248	\$ 13,640	\$ 6,600	\$ 8,272	\$ 8,272	\$ 8,008	\$ 11,704	\$ 113,344
Prof Adm - Online	\$ 1,672	\$ 1,320	\$ 1,144	\$ 1,672	\$ 880	\$ 1,320	\$ 1,848	\$ 1,320	\$ 1,056	\$ 1,232	\$ 1,144	\$ 1,584	\$ 16,192
Prof Service License	\$ 880	\$ 440	\$ 440	\$ 616	\$ 352	\$ 440	\$ 880	\$ -	\$ 264	\$ 704	\$ 352	\$ 704	\$ 5,632
Standard Lic - Online	\$ 27,456	\$ 28,600	\$ 14,872	\$ 15,928	\$ 14,520	\$ 12,848	\$ 23,496	\$ 14,784	\$ 17,776	\$ 16,544	\$ 18,128	\$ 243	\$ 205,195
Background	\$ 20,852.00	\$ 26,520.00	\$ 25,727.00	\$ 28,015.00	\$ 13,689	\$ 39,130	\$ 12,207	\$ 33,475	\$ 26,572	\$ 16,570	\$ 40,690	\$ 23,569	\$ 307,016
Background In Office	\$ 6,864.00	\$ 7,176.00	\$ 2,288.00	\$ 2,964.00	\$ 2,236	\$ 2,613	\$ 3,640	\$ 2,392	\$ 2,964	\$ 3,172	\$ 2,756	\$ 4,056	\$ 43,121
Initial Teacher lic	\$ 12,630.00	\$ 20,235.00	\$ 25,900.00	\$ 30,515.00	\$ 10,770	\$ 51,765	\$ 13,600	\$ 40,107	\$ 22,185	\$ 11,725	\$ 40,375	\$ 12,580	\$ 292,387
Extended initial	\$ 450.00	\$ 550.00	\$ 300.00	\$ 550.00	\$ 375	\$ 650	\$ 825	\$ 800	\$ 725	\$ 650	\$ 450	\$ 725	\$ 7,050
Standard License	\$ 23,935.00	\$ 34,885.00	\$ 15,045.00	\$ 16,575.00	\$ 10,785	\$ 10,540	\$ 16,320	\$ 13,260	\$ 14,765	\$ 11,705	\$ 15,210	\$ 23,885	\$ 206,910
Master Ed	\$ 18,955.00	\$ 24,905.00	\$ 14,365.00	\$ 14,110.00	\$ 12,240	\$ 11,220	\$ 14,025	\$ 12,835	\$ 12,325	\$ 12,835	\$ 12,070	\$ 18,105	\$ 177,990
Professional Adm	\$ 9,935.00	\$ 6,715.00	\$ 8,670.00	\$ 7,345.00	\$ 5,355	\$ 5,525	\$ 7,650	\$ 6,205	\$ 5,270	\$ 5,440	\$ 7,735	\$ 11,305	\$ 87,150
Coach Authorization	\$ 23,800.00	\$ 37,565.00	\$ 18,348.00	\$ 20,890.00	\$ 22,500	\$ 11,815	\$ 18,055	\$ 17,765	\$ 28,705	\$ 20,908	\$ 19,210	\$ 21,840	\$ 261,401
Substitute License	\$ 14,280.00	\$ 20,060.00	\$ 11,135.00	\$ 12,665.00	\$ 8,415	\$ 7,735	\$ 10,540	\$ 8,670	\$ 9,095	\$ 8,925	\$ 7,565	\$ 8,160	\$ 127,245
Substitute Auth	\$ 5,185.00	\$ 7,735.00	\$ 5,865.00	\$ 7,650.00	\$ 4,930	\$ 7,480	\$ 6,375	\$ 5,100	\$ 3,995	\$ 2,210	\$ 2,295	\$ 4,590	\$ 63,410
Endorsement	\$ 8,445.00	\$ 16,110.00	\$ 5,750.00	\$ 4,950.00	\$ 2,550	\$ 4,355	\$ 7,150	\$ 6,195	\$ 4,700	\$ 4,985	\$ 9,450	\$ 11,900	\$ 86,540
Duplicate Lic	\$ 360.00	\$ 540.00	\$ 255.00	\$ 240.00	\$ 105	\$ 150	\$ 120	\$ 210	\$ 90	\$ 255	\$ 150	\$ 195	\$ 2,670
Tx Evaluation	\$ 11,640.00	\$ 13,260.00	\$ 4,800.00	\$ 4,430.00	\$ 2,880	\$ 3,600	\$ 4,380	\$ 6,100	\$ 7,380	\$ 8,121	\$ 7,320	\$ 13,335	\$ 87,246
Late Payment	\$ 2,710.00	\$ 5,250.00	\$ 3,485.00	\$ 8,405.00	\$ 3,215	\$ 2,455	\$ 1,800	\$ 2,140	\$ 2,075	\$ 2,550	\$ 1,930	\$ 1,915	\$ 37,930
Out-of-state T or A	\$ 12,665.00	\$ 14,535.00	\$ 6,885.00	\$ 5,440.00	\$ 3,315	\$ 5,205	\$ 7,650	\$ 6,460	\$ 6,650	\$ 8,083	\$ 7,840	\$ 13,025	\$ 97,753
Out-of-country	\$ 85.00	\$ 85.00	\$ 765.00	\$ -	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,105
BTW Driving Instr	\$ 440.00	\$ 240.00	\$ 200.00	\$ 160.00	\$ 800	\$ 840	\$ 480	\$ 680	\$ 720	\$ 840	\$ 480	\$ 680	\$ 6,560
Class A	\$ 11,900.00	\$ 8,925.00	\$ 8,500.00	\$ 8,755.00	\$ 7,905	\$ 9,520	\$ 11,050	\$ 7,225	\$ 11,560	\$ 19,380	\$ 24,990	\$ 51,250	\$ 180,960
Class B	\$ 16,950.00	\$ 27,490.00	\$ 7,680.00	\$ 11,255.00	\$ 2,890	\$ 2,125	\$ 1,820	\$ 1,530	\$ 2,245	\$ 2,720	\$ 5,985	\$ 11,135	\$ 93,825
Class E	\$ 5,715.00	\$ 7,164.00	\$ 3,490.00	\$ 2,746.00	\$ 1,715	\$ 1,695	\$ 1,930	\$ 1,395	\$ 2,445	\$ 1,800	\$ 4,360	\$ 8,940	\$ 43,395
Class G	\$ 340.00	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ 170	\$ 85	\$ 85	\$ 85	\$ 85	\$ -	\$ 255	\$ 1,445
Coach Auth Extend	\$ 440.00	\$ 720.00	\$ 240.00	\$ 280.00	\$ 320	\$ 90	\$ 150	\$ 240	\$ 200	\$ 160	\$ 290	\$ 170	\$ 3,300
Evaluator (New)	\$ 315.00	\$ 340.00	\$ -	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85	\$ 340	\$ 85	\$ 85	\$ -	\$ 1,505
Initial Admn Lic	\$ 290.00	\$ 1,735.00	\$ 510.00	\$ 85.00	\$ 85	\$ -	\$ 85	\$ 170	\$ -	\$ -	\$ 85	\$ 85	\$ 3,130
Extended initial Adm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Career & Tech	\$ 255.00	\$ 425.00	\$ 510.00	\$ -	\$ 85	\$ -	\$ 170	\$ 170	\$ -	\$ 85	\$ 255	\$ 340	\$ 2,295
Paraeducator	\$ 4,680.00	\$ 5,520.00	\$ 2,760.00	\$ 1,800.00	\$ 1,800	\$ 760	\$ 2,000	\$ 1,160	\$ 2,880	\$ 2,960	\$ 4,360	\$ 5,880	\$ 36,560
Para Add Con	\$ 475.00	\$ 175.00	\$ 225.00	\$ 75.00	\$ 175	\$ 50	\$ 25	\$ -	\$ 25	\$ 25	\$ 200	\$ 725	\$ 2,175
Orientation & Mobility	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85
SPR	\$ 2,465.00	\$ 2,720.00	\$ 1,785.00	\$ 2,125.00	\$ 935	\$ 765	\$ 510	\$ 765	\$ 340	\$ 1,020	\$ 1,190	\$ 1,615	\$ 16,235
Teacher Intern Lic	\$ 625.00	\$ 370.00	\$ -	\$ 250.00	\$ -	\$ -	\$ -	\$ -	\$ 125	\$ 125	\$ 250	\$ 125	\$ 1,870
Initial Prof Service	\$ 1,275.00	\$ 765.00	\$ 340.00	\$ -	\$ -	\$ -	\$ 425	\$ 170	\$ 85	\$ 85	\$ 255	\$ 510	\$ 3,910
Professional Service	\$ 1,105.00	\$ 850.00	\$ 850.00	\$ 510.00	\$ 595	\$ 935	\$ 595	\$ 765	\$ 680	\$ 680	\$ 1,340	\$ 1,700	\$ 10,605
PSL- Class A	\$ 255.00	\$ 510.00	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ 340	\$ 1,190
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
IPREP-Portfolio Review	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 1,000
SBO	\$ 170.00	\$ 85.00	\$ 85.00	\$ 170.00	\$ 170	\$ 170	\$ -	\$ 85	\$ 340	\$ 510	\$ 255	\$ 170	\$ 2,210
Native Language Authorization	\$ -	\$ -	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 85	\$ 255
Over Payment	\$ 154.00	\$ 93.00	\$ 73.00	\$ 410.00	\$ 373.00	\$ -	\$ 13.00	\$ 78.00	\$ 13.00	\$ -	\$ 7.00	\$ 83.00	\$ 1,297.00
Grand Total	\$ 266,223	\$ 341,927	\$ 201,699	\$ 220,745	\$ 145,921	\$ 202,823	\$ 184,743	\$ 184,743	\$ 197,883	\$ 176,561	\$ 247,905	\$ 268,772	\$ 2,655,240
Background Total	\$ 27,716	\$ 33,696	\$ 28,015	\$ 30,979	\$ 15,925	\$ 41,743	\$ 15,847	\$ 15,847	\$ 29,536	\$ 19,742	\$ 43,446	\$ 27,625	\$ 350,137
BoEE Revenue	\$ 178,880	\$ 231,173	\$ 130,263	\$ 142,325	\$ 97,497	\$ 120,810	\$ 126,672	\$ 126,672	\$ 126,260	\$ 117,614	\$ 153,344	\$ 180,860	\$ 1,728,827
General Fund Total	\$ 59,627	\$ 77,058	\$ 43,421	\$ 47,442	\$ 32,499	\$ 40,270	\$ 42,224	\$ 42,224	\$ 42,087	\$ 39,205	\$ 51,115	\$ 60,287	\$ 576,276
BoEE+GenFund	\$ 238,507	\$ 308,231	\$ 173,684	\$ 189,766	\$ 129,996	\$ 161,080	\$ 168,896	\$ 168,896	\$ 168,347	\$ 156,819	\$ 204,459	\$ 241,147	\$ 2,305,103
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

July 1, 2013 – June 30, 2014 BoEE Accomplishments:

- Teach Iowa soft launch for public school districts, AEAs and nonpublic schools
- Dave Wempen hired as a BoEE consultant
- BoEE professional staff ran a booth at the annual SAI convention and conducted breakout sessions on ethics
- TeachIowa.gov launched on August 5, 2013
- August BoEE newsletter distributed
- D.T. spoke at the SAI annual convention on August 7, 2013
- D.T. spoke at the Norwalk CSD All Staff meeting on August 16, 2013
- D.T. spoke at the Waterloo CSD Coaches Classic meeting on August 20, 2013
- D.T. finished serving as the Interim Director of the Iowa Department of Education on August 30, 2013
- Processed a record number of licenses in July (2,968) and August (3,852) and for FY13(29,262)
- Participated in mini education summits with DE staff in AEA 267, Keystone AEA, Mississippi Bend AEA and Grant Wood AEA
- Participated in a ROWE case study through CultureRX
- Brenda Garcia-Van Auken, Anne Sullivan, Darcy Lane and D.T. Magee attended the NASDTEC Professional Practices Institute in Boise, ID
- Joanne Tubbs created an early childhood endorsement review team
- D.T. and Joanne Tubbs presented at the IACTE conference (higher education)
- Joanne facilitated an ethics discussion with Larry Hill and education leaders
- Joanne attended a teacher evaluation summit in Chicago
- Joanne served on the advisory board for the RAPIL program (Regents Alternative Pathway to Iowa Licensure)
- Steve Mitchell was a member of the Suicide Prevention and Trauma Informed Care taskforce
- Joanne Tubbs is a member of the DE's Council on Educator Development
- Brenda Garcia-Van Auken is a member of the DE's Commission on Educator Leadership and Compensation
- D.T. gave a BoEE and TeachIowa.gov presentation to the Okoboji School Board
- D.T. gave a TeachIowa.gov presentation at a Muscatine Progress Breakfast at the Muscatine CSD district office
- Brad and D.T. attended a Muscatine CSD progress meeting
- November BoEE newsletter distributed
- BoEE professional staff ran a booth at the annual IASB convention
- Met with districts and AEAs on November 5 who were Aspex Solutions customers prior to the launch of TeachIowa.gov to learn more about the new system, receive feedback and plan the rollout of statewide training
- Joanne Tubbs and D.T. presented at the IASPA conference
- The Semiannual Fees Report and Annual Administrative Rules Reports were completed and delivered by the due date for each report
- D.T. worked with Marietta Rives from the DE to conduct a Teach Iowa AEA "Train the Trainer" meeting and Teach Iowa trainings in each AEA for Teach Iowa users

- The Board held the annual Legislative Reception on Thursday, January 15, 2014
- Joanne Tubbs and Mary Lou Nosco presented to the licensure renewal coordinators (AEA/ISEA/school districts)
- Joanne Tubbs served as the BoEE representative for the Competency-Based Instruction work team
- Teach Iowa trainings were held in each of the nine AEAs.
- February BoEE newsletter distributed
- Tammy Wawro, ISEA President, presented to the Board on Friday, February 14, 2014
- The 90-day student relationship rule was implemented after a session delay was imposed by the ARRC
- D.T. was appointed to the Iowa Core Commission.
- The BoEE staff marketed the Teach Iowa system by delivering posters to colleges and universities, tweeting, demonstrating at ethics presentations and job fairs, including brochures in license envelopes, and previewing the system at various professional meetings
- Joanne convened an advisory group made up of new teacher
- Consultants participated in site visits and licensing audits
- Joanne Tubbs presented to the Outstanding Teachers of Iowa
- D.T. spoke at the Hawkeye 10 All-Academic and Character Awards Banquet
- Joanne Tubbs attended the University of Iowa Job Fair
- Mike Cavin attended the University of Northern Iowa Job Fair
- Staff members attended a ROWE goal-setting session facilitated by CultureRX to continue the work started in January of 2013 to enhance the BoEE work environment
- May BoEE newsletter distributed
- Darcy Lane and Phil Wise worked with Iowa Senate and House leaders to change Iowa Code section 709.15 (HF 2474) to include people with a coaching authorization under the definition of school employee for the criminal statute for sexual exploitation of students
- All consultants and the executive director have state-issued cell phones with mobile hot spot capabilities
- BoEE staff collaborated with DE staff on IHE accreditation visits
- BoEE staff collaborated with DE staff on chapter 79 rule revisions
- BoEE staff collaborated with DE school improvement consultants with quarterly meetings
- Mary Lou convened a daylong work group session to discuss critical teacher shortages in Agriculture, FACS and Industrial Technology and discuss/develop systemic solutions.
- BoEE staff attended both AEA superintendents' and principal's meetings
- BoEE staff continued to conduct licensure and ethics presentations for our IHEs.
- D.T., board members (Mary K Overholtzer and Andy Pattee), and staff members (Joanne Tubbs, Steve Mitchell, and Dave Wempen) attended the NASDTEC annual conference June 8-10 in Kansas City, Missouri
- Steve Mitchell spoke at coaching classes for Heartland AEA, DMACC, and Kirkwood.
- Steve Mitchell spoke to athletic directors at their new ADs workshop in August and their state convention in March
- Steve Mitchell met with superintendents of the Blue Grass Conference and athletic directors from the Lakes Conference

- Steve Mitchell traveled around the state with the IHSAA for their fall coaches' workshops
- D.T. gave a presentation to the State Board of Education about the history and background of the BoEE
- We held the board retreat and June meeting in Cedar Falls

1. Please provide your contact information.

		Response Percent	Response Count
Name:	<input type="text"/>	100.0%	24
Company:	<input type="text"/>	100.0%	24
State/Province:	<input type="text"/>	100.0%	24
Email Address:	<input type="text"/>	100.0%	24
		answered question	24
		skipped question	0

2. Please indicate how significant each of the following categories is to your investigative case load of educator misconduct:

	Insignificant		Significant		Extremely Significant	Rating Average	Rating Count
1. Failure to abide by relevant local, state, and federal laws (criminal and civil)	0.0% (0)	16.7% (4)	16.7% (4)	25.0% (6)	41.7% (10)	3.92	24
2. Relationships with students	0.0% (0)	0.0% (0)	8.7% (2)	8.7% (2)	82.6% (19)	4.74	23
3. Alcohol or drug use	0.0% (0)	25.0% (6)	20.8% (5)	29.2% (7)	25.0% (6)	3.54	24
4. Misrepresentation or falsification	16.7% (4)	25.0% (6)	20.8% (5)	12.5% (3)	25.0% (6)	3.04	24
5. Misuse of public funds and property	12.5% (3)	20.8% (5)	25.0% (6)	20.8% (5)	20.8% (5)	3.17	24
6. Inappropriate use of computers and digital devices	4.2% (1)	4.2% (1)	41.7% (10)	29.2% (7)	20.8% (5)	3.58	24
7. Improper remunerative conduct	33.3% (8)	33.3% (8)	12.5% (3)	8.3% (2)	12.5% (3)	2.33	24
8. Violations of confidentiality	29.2% (7)	50.0% (12)	0.0% (0)	4.2% (1)	16.7% (4)	2.29	24
9. Abandonment of contract(s)	33.3% (8)	25.0% (6)	25.0% (6)	4.2% (1)	12.5% (3)	2.38	24
10. Failure to make required reports	20.8% (5)	41.7% (10)	25.0% (6)	8.3% (2)	4.2% (1)	2.33	24
11. Professional conduct violations	8.3% (2)	8.3% (2)	20.8% (5)	33.3% (8)	29.2% (7)	3.67	24
					Comment:		6
					answered question		24
					skipped question		0

3. Are there other examples of misconduct not listed where training may be useful?

**Response
Count**

11

answered question

11

skipped question

13

Q2. Please indicate how significant each of the following categories is to your investigative case load of educator misconduct:

1	The biggest trending areas for complaints that I have seen recently would be 1) falsifications and misrepresentation on IEPs, 2) improper administration of standardized tests, and 3) some degree of boundary-crossing behavior with students, often with social media/electronic communication as an element.	Jun 24, 2014 11:39 AM
2	Secondary to alcohol/substance use is the related criminal conduct of driving under the influence and public disorderly conduct. Domestic violence offenses are not uncommon, which themselves tend to be related to alcohol/substance use.	May 30, 2014 11:41 AM
3	All elements graded as significant or above would benefit of a professional learning module. Please note that an earlier survey might have been sent but was a result of a crash therefore the responses highlighted were not valid.	May 29, 2014 1:23 PM
4	The majority of MS pending cases have to do with a violation of our Code of Ethics - unethical relationship between a student and teacher. Many involve some type of inappropriate communication (often electronic).	May 29, 2014 7:14 AM
5	We are in the process of submitting our rules and regulations for educator misconduct to the Guam Legislature	May 27, 2014 4:22 PM
6	Relationship with students is vague.	May 27, 2014 10:53 AM

Q3. Are there other examples of misconduct not listed where training may be useful?

1	Social media, texting facebooking with students	Jun 24, 2014 1:10 PM
2	Standardized Testing Violations	Jun 8, 2014 7:20 AM
3	no	Jun 3, 2014 8:36 AM
4	Not really substantively, but issues of due process and procedure would relevant (ex., prehearing suspensions, burdens of proof, issues of proof, etc.)	May 30, 2014 11:41 AM
5	Anger and classroom management.	May 29, 2014 1:23 PM
6	Not sure the categories above clearly capture cases concerning test fraud and bullying	May 29, 2014 7:51 AM
7	Default on loans; cases of child abuse; profanity in the classroom; classroom performance issues	May 28, 2014 5:53 AM
8	Neglect. Permitting child abuse	May 27, 2014 12:31 PM
9	Specifically physical and verbal abuse of students that falls short of criminal conduct.	May 27, 2014 12:11 PM
10	Assault with injury or without injury Sexual Harassment	May 27, 2014 11:15 AM
11	Perhaps clarify whether use of alcohol and/or drugs is the issue or whether the issue is addiction to alcohol/drugs.	May 27, 2014 10:50 AM

ARRC PENDING MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22—School Business Official

Discussions were held at a staff meeting and in small groups with consultants. The proposed change was also discussed with Deborah Van Gorp, the Director of the Iowa School Business Management Academy. This change would eliminate the variable of some applicants applying before they are hired and conversely some districts not instructing the applicants to apply until weeks after being employed. Specifically, we are not usually informed of their date of employment. The proposed amendment was published as ARC 1551C in the July 23 edition of the Iowa Administrative Bulletin, and will be reviewed at the ARRC meeting on August 5. No public comments have been received to date.

282—22.3 (272) School business official authorization.

22.3(6) *Validity.*

- a.* The initial school business official authorization shall be valid for two years from the date of **employment issuance.**
- b.* The standard school business official authorization shall be valid for three years, and it shall expire three years from the date of issuance on the day of the last practitioner's birth month.

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 amendment would make the school business official authorization valid for two years from the date of issuance, rather than from the date of employment. This change would increase administrative efficiency as Board staff members are not always informed of an applicant’s date of employment and often receive applications before the applicant has been hired. Board staff collaborated with the Iowa School Business Management Academy in proposing this change.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 15, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 13, 2014, 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(4).

The following amendment is proposed.

Amend subrule 22.3(6) as follows:

22.3(6) Validity.

a. The initial school business official authorization shall be valid for two years from the date of employment issuance.

b. The standard school business official authorization shall be valid for three years, and it shall expire three years from the date of issuance on the last day of the practitioner’s birth month.

ARRC PENDING MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22.2 – Substitute Authorization

The proposed amendment would expand the authority for all substitute authorization holders to allow them to teach in the elementary classroom. (Currently, the substitute authorization may only be used in secondary classrooms.) The amendment was published as ARC 1552C in the July 23 edition of the Iowa Administrative Bulletin, and will be reviewed by the ARRC on August 5. No public comments have been received to date.

Option 2

282—22.2 (272) Substitute authorization. A substitute authorization allows an individual to substitute in ~~a middle school, junior high school, or high school~~ **grades PK-12** for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, **except in the driver's education classroom.** A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate **without a bachelor's degree** and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. ~~This special education classroom may be on the preschool or elementary school level as well as the middle school, junior high school or high school level.~~

cor/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 Board’s rules currently provide for the issuance of a substitute authorization, which provides an individual limited authority to act as a substitute teacher in a secondary classroom for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent. To obtain the substitute authorization, an applicant must hold a bachelor’s degree. The applicant must also pass a background check and complete a minimum of 15 hours of coursework in classroom management, strategies for learning, diversity, and ethics. The proposed amendment would expand the authority of this authorization to include the elementary classroom.

This proposed amendment is based on input from the field. Specifically, school administrators have indicated they often face a shortage of qualified substitute teachers and would benefit from a rule granting the administrators the discretion to place holders of the substitute authorization in elementary classrooms as well as secondary classrooms.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 15, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 13, 2014, 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(4).

The following amendment is proposed.

Amend rule 282—22.2(272), introductory paragraph, as follows:

282—22.2(272) Substitute authorization. A substitute authorization allows an individual to substitute in a middle school, junior high school, or high school grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver’s education classroom. A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the

request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. ~~This special education classroom may be on the preschool or elementary school level as well as the middle school, junior high school or high school level.~~

NOTICE MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22 - Activities Administration Authorization

The board staff has developed a rule proposal to allow an individual with a degree in athletic administration or a related field to serve in the role of an activities director, if the individual meets certain requirements for an activities administration authorization. Currently, a teaching or administrative license is required to hold this position.

282—22.8 (272) Activities Administration Authorization. An activities administration authorization allows an individual to administrate any pupil activity program in a K-12 school setting.

22.8(1) Application process. Any person interested in the activities administration 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>.

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

- (1) *Degree.* A baccalaureate degree or higher in athletic administration or related field from a regionally-accredited institution is required.
- (2) *Credit hours.* Applicants must complete credit hours or courses offered by the Leadership Training Institute (LTI) from the National Interscholastic Athletic Administrators Association in the following areas:
 1. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of Risk Management, Title IX, Sexual Harassment, Hazing, ADA, and Employment law as it pertains to the role of the activities administrator.
 2. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of activities administration foundations including philosophy, leadership, professional programs and activities administration principles, strategies and methods.
 3. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the role of the activities director in supporting and developing sports medicine programs, management of athletic player equipment, concussion assessment and proper fitting of athletic protective equipment, and sports field safety.
 4. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the techniques and theory of coaching concepts and strategies for interscholastic budget and concepts and strategies for interscholastic fundraising.

5. Each applicant for an activities administration authorization shall have successfully completed 1 semester credit hour or LTI course, approved by the BoEE, relating to the assessment and evaluation of interscholastic athletic programs and personnel, dealing with challenging personalities, and administration of professional growth programs for interscholastic personnel.
6. Successful completion of the concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union.
 - b. *Minimum age.* Applicants must have attained a minimum age of 21 years.
 - 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.
 - 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.

22.8(2) Validity. The activities administration authorization shall be valid for five years.

22.8(3) Renewal. The authorization may be renewed upon application and verification of successful completion of the following renewal activities:

- a. Applicants for renewal of an activities administration authorization must complete one of the following professional development options:
 - (1) Successfully document attendance at one state IHSADA Convention and one LTI course relating to the knowledge and understanding of professional ethics and legal responsibilities of activities administrators
 - (2) complete 3 LTI courses
 - (3) complete 2 semester hour college credits from a regionally-accredited institution
 - (4) complete 2 licensure renewal credits from an approved provider
- b. Complete child and dependent adult abuse training as stated in **282—20.3(4)**.
- c. A one-year extension of the applicant's activities administration authorization may be issued if all requirements for the renewal of the activities administrator authorization have not been met. The one-year extension is non-renewable.

22.8(4) Revocation and suspension. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the activities administration authorization.

Magee, DT [BOEE]

From: Darrin Carpenter [darrin.carpenter@southeastpolk.org]
Sent: Tuesday, March 18, 2014 12:53 PM
To: Magee, DT [BOEE]
Subject: Activities Administration Authorization

Duane,

I wanted to reach out to you to indicate my interest and support of the BoEE's proposal for an Activities Administration Authorization. I am currently employed by Southeast Polk CSD in a dual position, one where I am the Assistant Athletic Director as well as the Athletic Trainer.

My position with the school district began as a full time Athletic Trainer six years ago and during that time has evolved into performing the duties of an Assistant Athletic Director as well. I believe the knowledge and daily interactions I have with the students, staff, athletes and coaches greatly enhances our Activities Department and also provides great insight to our Activities Director as to how things are working from the bottom up and top down within our department.

Since my position has evolved over the years and my position was re-titled to Assistant Athletic Director, Kent Horstmann and myself have looked at ways to increase my career advancement opportunities as well as solidify my current position within the district. These avenues seemed to be very limited, as I do not possess a teaching degree and thus would be unable to acquire an administrative endorsement. The current proposal to add a new path to achieving an Activities Administration Authorization would be of great benefit to me and one for which I am very intrigued by the possibilities.

I know of several other Assistant/Associate Activities Directors that are in a similar position as myself. They have graduated with a bachelors or masters degree in a field other than teaching, such as sports marketing or exercise science, and are doing a great job for their respective activities departments. The issue of concern is when a person's position comes under scrutiny, as positions are in these tight financial times, or that person would like to advance in their career. Without an administrative endorsement, advancement is impossible and defending your position can be very difficult as well. The opportunity of an authorization takes away some of the difficulties in defending your position as well as opens numerous possibilities to continue a career path within Activities Departments throughout the state.

I very much look forward to the possibility that the BoEE will move positively with this proposal and provide individuals like myself with a way to show how much we care and know about the administration of school age activities. If there is any further information you can share with me about this proposal, I would be very appreciative. Also, if there is anything I can do to try and help this proposal move forward, I would be interested in that as well.

Thank you for your time and feel free to contact me at any time.

--

Darrin Carpenter
Assistant Athletic Director
Certified Athletic Trainer
Southeast Polk High School
7945 NE University Ave
Pleasant Hill, IA 50327

Cunningham, Kim [BOEE]

Subject: FW: Proposal to remove teaching license from Athletic Directing qualifications

From: Taylor Hamilton [mailto:tnh9710@gmail.com]

Sent: Thursday, March 20, 2014 9:45 AM

To: Magee, DT [BOEE]

Subject: Proposal to remove teaching license from Athletic Directing qualifications

Dr. Magee,

My name is Taylor Hamilton. Dr. Mitchell said he was going to forward our conversation on to you. If you read through that you will find that I graduated from Simpson with a degree in Sports Administration and am currently working on my Master's degree in Sports Administration and Coaching. It was just recently brought to my attention that I cannot be an AD in the state of Iowa without my teaching license. I have already been applying for AD positions and now I find out that I will not be receiving interviews but also that they are probably laughing at me for applying at all. I want to change that. Through my course of study I am extremely prepared to be an AD. Probably more prepared than any teacher/coach would be in their first year. I know that I am young and new, but I have several well known ADs in the state that thought I had a good chance at getting this position prior to finding out about this policy. If they, as people in the field, think I can do it, then why can't I?

Long story short, I really want to get this proposal passed. I am willing to do whatever it takes, please let me know what I can do to help.

Thank you for your time,
Taylor Hamilton

IA -- Licensure of Athletic Directors and Coaches
(12.10.12)



1. To facilitate follow up questions, please provide your contact information.

		Response Percent	Response Count
Name:		100.0%	17
Company:		100.0%	17
City/Town:		100.0%	17
State/Province:		100.0%	17
Country:		100.0%	17
Email Address:		100.0%	17
Phone Number:		100.0%	17
	answered question		17
	skipped question		0

2. Do you require licensure for activities/athletic directors (ADs) in your state?

		Response Percent	Response Count
Yes		35.3%	6
No		64.7%	11

Comment: 7

answered question	17
skipped question	0

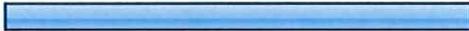
3. What type of license is required? NOTE: Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.

	Response Count
	5
answered question	5
skipped question	12

4. What are the requirements for an AD license in your state?

	Response Count
	5
answered question	5
skipped question	12

5. In your state, are non-licensed teachers and/or administrators allowed to serve as an AD?

		Response Percent	Response Count
Yes		73.3%	11
No		26.7%	4
	Comment:		4
	answered question		15
	skipped question		2

6. Does your state license athletic coaches?

		Response Percent	Response Count
Yes		18.8%	3
No		81.3%	13
	Comment:		5
	answered question		16
	skipped question		1

Page 1, Q2. Do you require licensure for activities/athletic directors (ADs) in your state?

1	ADs must have a teaching or administrator license. If the AD evaluates coaches they must have an evaluator endorsement.	Dec 11, 2012 11:41 AM
2	Unless the individual is also disciplining students or evaluating certified staff.	Dec 11, 2012 10:45 AM
3	.	Dec 10, 2012 12:55 PM
4	This answer is a "yes" IF they also evaluate licensed staff as part of their job duties. If so, then they must hold an administrator's license.	Dec 10, 2012 12:48 PM
5	It depends upon their job description. We do not have an endorsement for athletic directors per se; however s/he may be required to hold a supervisor license.	Dec 10, 2012 12:19 PM
6	NO	Dec 10, 2012 11:46 AM
7	However, almost any licensure would work, any secondary, CTE, School Counselor, or School Admin license area will work.	Dec 10, 2012 11:11 AM

Page 2, Q3. What type of license is required?

NOTE: Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.

1	Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.	Dec 11, 2012 11:42 AM
2	Maine requires an educational specialist certificate, in the category with library/media specialists, literacy specialists, guidance, nurse, etc.	Dec 11, 2012 10:06 AM
3	NJ requires one of the following administrative endorsements: chief school administrator, principal, or supervisor	Dec 10, 2012 12:57 PM
4	Depending upon the job description, a PE endorsement and, perhaps, supervisor or principal.	Dec 10, 2012 12:21 PM
5	Any Secondary, CTE, School Counselor, or Administrative/Supervisory license area of concentration	Dec 10, 2012 11:12 AM

Page 2, Q4. What are the requirements for an AD license in your state?

1	We do not have a separate AD license.	Dec 11, 2012 11:42 AM
2	Initial certification requires a bachelor's degree. Renewal of the first professional certificate requires specific minimum training in three athletic administration areas OR an administrative certificate other than a teaching principal.	Dec 11, 2012 10:06 AM
3	We don't have an AD license per se. Requirements for NJ administrator endorsements listed above are found at http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=2	Dec 10, 2012 12:57 PM
4	Depends on job description.	Dec 10, 2012 12:21 PM
5	Nothing beyond the preparation for the above license areas	Dec 10, 2012 11:12 AM

Page 3, Q5. In your state, are non-licensed teachers and/or administrators allowed to serve as an AD?

1	If the individual is not responsible for discipling students or evalauting certified staff.	Dec 11, 2012 10:46 AM
2	As long as they are only performing AD duties and not other school related duties	Dec 11, 2012 7:01 AM
3	Probably not.	Dec 10, 2012 12:22 PM
4	In Utah Charter Schools, administrators are not	Dec 10, 2012 11:19 AM

Page 3, Q6. Does your state license athletic coaches?

1	They must hold a valid fingerprint approval credential based on backgrounds checks at the state and federal levels.	Dec 11, 2012 10:07 AM
2	The Pennsylvania Interscholastic Athletic Association (PIAA) provides some education and training for coaches	Dec 11, 2012 7:01 AM
3	However, may serve as AC if holding either a regular or substitute instructional certificate	Dec 10, 2012 12:58 PM
4	The Legislature exempted them from licensure several years ago, due to the shortage of coaches.	Dec 10, 2012 12:49 PM
5	Not as coaches.	Dec 10, 2012 12:22 PM

NOTICE MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 14 – Special Education Endorsement Requirements

A committee of School Administrators, Special Education Teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners met over several months to examine the possible changes to the special education endorsements. The K-12 Special Education endorsement will replace the Instructional Strategist I and II endorsement currently utilized. The option increases specific preparation requirements of special education teacher (both in general education and special education preparation), address the non-categorical delivery models of special education, and include Iowa's specific special education issues and practices.

14.2(2) Instructional strategist I: mild and moderate. This endorsement will sunset July 1, 2019. No changes 14.2(2) a-d

14.2(3) Instructional strategist II: behavior disorders/learning disabilities. This endorsement will sunset July 1, 2019. No changes 14.2(3) a-h.

14.2(4) Instructional strategist II: intellectual disabilities. This endorsement will sunset July 1, 2019. No changes 14.2(4) a-h.

14.2(5) Instructional strategist II: physical disabilities. This endorsement will sunset July 1, 2019. No changes 14.2(5) a-h

14.2(6) K-8 mildly disabled endorsement. This endorsement will sunset July 1, 2019. This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

a. Hold a regular education instruction endorsement at the elementary level. For the elementary level, this is the general elementary classroom endorsement.

b. Hold one of the following endorsements at the elementary level: learning disabilities, mild to moderate intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

14.2(7) 5-12 mildly disabled endorsement. This endorsement will sunset July 1, 2019. This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

a. Hold a regular education instruction endorsement at the secondary level (grades 5-12).

b. Hold one of the following endorsements at the secondary level: learning disabilities, mild to moderate intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

NOTE: These endorsements are designed for programs serving primarily mildly disabled students; the

sensory impaired are not included as “mildly disabled.”

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 course work to meet the following program requirements.

(1) 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.

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

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

(4) Academic methods and strategies. To include evidence based models for providing instructional methodologies, adaptation, accommodation and/or 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). Must include methodology for remediation of literacy and math skills.

(5) Preparation in research-based assessment and intervention practices including: 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, self-determination; decision-making skills and independent functioning at school, home, and in the community.

(7) Collaborative and transition partnerships. 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. Special emphasis on transitions of students to post-secondary environments.

(8) 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.

(9) 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. These are not endorsements, nor required for specific assignment, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by completing an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

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

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

c. Behavior/Emotional Disorders: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

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

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

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October 25, 2013

Michael Cavin
Consultant, Special Education
Board of Educational Examiners
Grimes State Office Building
400 14th St.
Des Moines, Iowa 50319-0147

Dear Mr. Cavin:

Thank you for the opportunity to provide input regarding the proposed changes to special education endorsements in Iowa. As you will readily realize in reading our comments, we have serious concerns regarding the negative consequences of these proposed changes for students, parents and teachers.

Of the two options put forth we would prefer option #1 but have strong reservations regarding how the K-12 Special Education: Interventionist endorsement is described. Our concerns about this option are detailed below.

This proposal would allow a teacher with such to serve ". . . All K-12 moderate to severe instructional special education programs without regard to the instructional model, for all students identified with moderate to severe disabilities."

1. We believe it will be particularly difficult, and perhaps impossible, to adequately prepare a teacher for such a wide range of students with distinctive programming needs. To move to such a broad endorsement would, in our opinion, challenge the feasibility of teachers meeting the "highly qualified" expectations. For example, the term 'severely disabled' is defined in the Iowa Rules of Special Education as ". . . an adjective applied to individuals with any severe disability including individuals who are profoundly, multiply disabled." (p. 14). In the same section of the Rules, Multiple Disabilities is defined as ". . . concomitant impairments, such as mental disabilities-blindness or mental disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments." (p. 12)

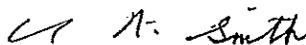
2. Furthermore, we are concerned that the specific skills needed by teachers who work with students with moderate to severe intellectual (mental) disabilities or moderate to severe physical disabilities are distinct from those skills needed by teachers working with students with moderate-severe learning disabilities and/or behavior disorders.
3. A major component of providing specially designed instruction and support hinges on what has been described as PROVIDING a free, appropriate, public education (FAPE). In the most recent amendments to the IDEA we have seen the inclusion of expectations, such as instruction based on "scientific, research-based interventions." This is at the core of the Response to Intervention model. We believe an expectation for a teacher to work with such a heterogeneous group of students using such "research based interventions," as allowed through this proposal, would be asking TOO much of our teachers and too much of our preparation programs. While this proposal does mention the application of research-based practices, we question whether such content can be effectively enacted in a teacher preparation program to cover such a broad range of student needs and instructional strategies. Related to this issue, the content outlined in the proposed endorsements is extremely broad in light of the number of credits allocated to each (24 for Strategist, 30 for Interventionist). While we can create courses that "address" the required topics, we fear the teachers produced by our programs would have exposure to a wide range of research-based strategies, but depth of knowledge (and mastery) of none, leaving them ill-prepared to *implement* the strategies with students.
4. In relation to the third point above, we believe this proposal, if adopted, has the potential for greatly expanding the use of due process by parents in Iowa who are advocating for their child's education. As faculty with extensive experience in serving students with a range of learning and behavior disabilities, we are not well equipped to offer our students expertise in serving students with severe/multiple disabilities. Surely parents will also question the effectiveness of teacher education programs claiming to accomplish the wide-ranging content of these endorsements in so few credits.
5. To begin to effectively and ethically meet the proposed restructuring of the endorsements would, in our opinion, require substantial increases in faculty expertise and required coursework/credits. The result would be an extended preparation program requiring significantly more than the minimum number of credits at a time when meeting these teaching vacancies is a challenge.
6. We believe it is also critical to examine what might be the driving forces advocating for these changes. Many school administrators may want as much flexibility as possible in hiring teachers for students with moderate-severe disabilities. While we understand this desire, we also strongly believe input from parents, advocacy groups, educator preparation personnel and professionals in the fields affected should have at least equal weight in the decision making.
7. Finally, we are unclear as to the interpretation of the field experiences for the endorsements. The Strategist programs list a practicum requirement (grades K-8 is listed for both; we assume the secondary practicum would be in grades

5-12). The Interventionist endorsement lists a required practicum across all grade levels K-12 with students with moderate to severe disabilities. We are unclear how these requirements would be operationalized; what does "ALL" mean? Would a single placement (perhaps with primary grade students with significant cognitive disabilities) meet the requirement? Would placements representing the grade ranges across elementary and secondary levels (as we currently do for our Strategist II: BD/LD program) suffice? Would there also be a requirement to represent the range of "moderate to severe disabilities" that would be encompassed under this endorsement?

While we have not provided detailed comments about Option 2, our concerns regarding Option 1 would be magnified, as Option 2 further expands the diversity of disabilities and severity levels a single teacher would be expected to serve effectively.

We urge the BOEE to give careful consideration to the possible consequences of these drastic changes to the existing special education licensure structure. From a broad perspective, are we attempting to fix a problem "teacher shortage" by short changing the needs of the students and families our teachers serve?

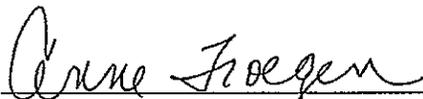
Sincerely,



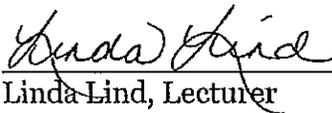
Carl R. Smith, Professor and Special Education Team Leader



Patricia Carlson, Associate Professor



Anne Foegen, Associate Professor



Linda Lind, Lecturer

Iowa's Special Education Advisory Panel

"Working to Improve Special Education Services for Iowa's Children"



May 23, 2014

Dr. Brad Buck
Director, Iowa Department of Education
Grimes State Office Buildillg
400 E. 14th Street
Des Moines, Iowa 50319

Dear Dr. Buck,

The Special Education Advisory Panel (SEAP), established by the Individuals with Disabilities Education Act (IDEA), is a collaborative resource to advise the Iowa Department of Education regarding matters concerning special education services for Iowa's children and youth with disabilities. As such, the vision of SEAP is as follows: "All children in Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality educational experiences." It is with this spirit and duty in mind that we express our opinions regarding the proposed changes in special education endorsements suggested by the Iowa Board of Educational Examiners.

We understand that Option 1 provides one course of study for teachers of learners with mild and moderate disabilities at the K-8 level and another for teachers of students with mild and moderate disabilities in grades 5 - 12 (Strategist). A separate list of coursework is required for teachers instructing students with moderate to severe disabilities (Interventionist). Option 2 would authorize "instruction in all K-12 special education programs without regard to the instructional model, for all students identified with disabilities." With both of these options specializations in the areas of autism, behavior, intellectual, and multiple disabilities may be added, but these are not required to provide instruction to these populations.

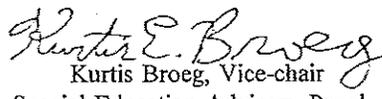
We recognize that students requiring special education supports and services represent a wide range of disabilities and needs and special education teachers need to be prepared to provide the specific evidence-based strategies necessary to provide educational benefit to these learners. While it would be ideal that every special education teacher have extensive training specific to the disability areas that affect each of their students, this is not realistic or even obtainable. Most special education programs are cross-categorical, so teachers need a broad foundation of research-based strategies that work with students with special needs.

Thus, as a group, we are recommending Option 2. We feel that this option will give teachers this broad foundation needed to instruct students with a variety of needs. It also gives districts more flexibility in terms of staffing. Districts may then require teachers in specific programs or working with specific populations to earn additional specialization credits in that disability area through college credits or training/educational opportunities offered by the area education agencies. In addition, this option may better meet the needs of smaller districts as they seek to provide certified special education teachers within a limited staffing situation. It places some of the responsibility back on the school districts to find and the area education agencies to provide appropriate training and resources for their teachers.

Thank you for your consideration of our recommendation.

Sincerely,


Kathleen A. Johnson, Chair
Special Education Advisory Panel


Kurtis Broeg, Vice-chair
Special Education Advisory Panel

SEAP Vision

All children of Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality education experiences.



April 10, 2014

Board of Educational Examiners
Grimes State Office Building
400 14th St.
Des Moines, Iowa 50319-0147

Dear Board of Educational Examiners:

Thank you for the opportunity to provide some final input into the proposed changes for special education endorsements in the State of Iowa. I am aware that these concerns have also been voiced by colleagues at other Institutions of Higher Education in Iowa in light of what appears to be a step backwards in providing students with special needs in Iowa their right to have services provided by Highly Qualified special education teachers.

The proposed Option I is questionable in "lumping" two characteristically distinct groups of students together in the K-12 Special Education Interventionist endorsement. Although behavior issues may exist in both groups, etiology along with interventions are distinctly different between students with severe cognitive and physical disabilities and those with a severe behavior/learning disability manifestation. Preparing pre-service teachers for this one endorsement would take more than the indicated hours in the proposal. How would they have enough time spent in the field during their course work as well as doing an adequate number of weeks in different settings for their final practicum experience? Would the students with special needs be receiving a Free and APPROPRIATE Public Education as required by IDEA in terms of teachers being prepared across these diverse areas to use scientific, research-based interventions and instruction?

This becomes a circular issue. It appears it has been raised because of concerns about a lack of endorsed teachers in these areas. In order to turn out quality K-12 Special Education Interventionists, we would need to increase the number of credit hours required in the endorsement, including practicum weeks. This would lengthen the number of semesters it would take a student to complete the endorsement, which would tend to decrease the number of students seeking it, which would not solve the problem. The proposed endorsement seems to be indicating that it would be better to turn out inadequately prepared teachers rather than working to solve the shortage by turning out more who are highly qualified in the specific disability areas. If I have a heart condition, I do not want to be treated by my general practitioner. Isn't that what will happen with this proposed endorsement?

Proposed Option II is an even more egregious attempt to turn out more special education teachers who cannot possibly be adequately prepared in the diverse areas required to provide the services to all of the needs of all students with special needs in the State of Iowa. Again, thank you for the opportunity to share comments on this exceptionally important and sensitive matter of providing appropriately prepared teachers for our students with special needs.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara J. Wiese'.

Barbara J. Wiese, Ph.D.
Professor, Special Education Program

Additional Comments from the field regarding the Special Education Options. Received via e-mail.

AEA 8 Administration

The K-12 Sped all-inclusive one. Not because I think this is the best training for teachers, but because I think it is the best avenue to start getting more certified sped teachers and get off the cycle of hiring folks on temporary licenses to stay for two years and leave or having an applicant(s) pool that consists of teachers who have been let go of their last three positions.

Wendy Parker

Mississippi Bend AEA Supervisor Special Education

Thanks for the chance to offer input into the two options described in the document that Barb Guy forwarded to us. Of the two models, I believe that the first is better because it focuses on a range of specific grade levels and also focuses on distinguishing between mild-moderate and then moderate-severe disabilities. In terms of the description of moderate-severe, I am wondering about the required coursework in elementary core teaching methods classes. If we are going to use a grade-level reference in IEPs, would our special education teachers be more knowledgeable if they took secondary level methods courses? Also, I may have missed it, but I believe that the moderate-severe programs should address alternate assessment, and even possibly the Essential Elements linkage that Emily Thatcher and AEA teams are working on. For whatever it's worth, those are my two cents. Please let me know if you have questions, and thanks again for the opportunity.

Julie Schendel

The University of Dubuque, Faculty

I personally am in favor of option II for the following reasons:

*the universal and common language of a K-12 Special Education endorsement will remove barriers and confusion about who may serve whom—supporting the idea that we serve all students

*the training that would include alternative assessment, Essential Elements, research-based assessment and interventions, and assistive technology would benefit any special educator, as we are serving the unique characteristics that individuals present

*education candidates who add this endorsement will be marketable across grade levels

*the more educators we have in our schools who are trained to serve all learners the more effective our RTI processes will function, and this knowledge/skill base will benefit all students

*Should option I be adopted, I appreciate the language used to differentiate strategist and interventionist (one note to consider is that there are para-professionals in our schools who are identified as "interventionists") versus strategist I or strategist II—this always gets messy in

conversation related to who can serve whom and the relation to the students "level" or instructional weighting

*The line that includes "without regard to the instructional mode" is a valuable phrase that increases the ability of the system to meet the individual needs

*The inclusion of methodology for remediation of literacy and math skills is of significant importance—in current research of literacy practices in classrooms that serve individuals who have significant disabilities a common concern expressed by the teachers is a lack of understanding how to teach those with emerging literacy and/or those functioning five grade levels below their peers. We have secondary math teachers (by degree) teaching in classrooms where they are expected to teach phonics, and they have no training in elementary or remedial literacy skills.

The only concerns that I would include are:

*the exclusion of social studies from the list of methods—social studies and history can be challenging and frustrating content areas for students who have limited reading, however, these skills shape our citizens

*the exclusion of training on augmented communication options to increase the communication skills for non-verbal students

*dissemination and training related to the Essential Elements

Dr. Kathleen Salech

Mt. Mercy College

1. We like the assistive tech being added to the core list of content to be covered.
2. We have no issues with the proposed option 1 for elementary.
3. We are concerned that there is an error in option 1 for secondary in #3 as it requires secondary folks to take elementary methods for gen ed literacy, math, and science? This doesn't make sense to us...we are hoping it is an error and it should read gen ed methods for their content area including reading....if so, it is also fine EXCEPT the practicum listed in #8 syas K-8 and should be 5-12.
4. Our largest concerns/questions have to do with option 1 and 2 for K-12 interventionist. Once again #3 in option 1 it only mentions elementary methods for gen ed courses. Also, we are unsure what is meant by preparation in de-escalation techniques such as Mandt (which are currently provided by AEA training)...how far are we to go with this kind of topic/content? For methodology are we not going to share with our preservice students the difference between teaching students with moderate to severe autism as compared to students with ID or BD or LD? These are very different kinds of kids and we currently teach our preservice students getting their Strat II K-12 in BD/Ld methods for LD, BD, and autism that are different from each other. Not sure what this means when we put them all together.
5. Finally, option 2 for K-12 again only mentions elementary methods in #3. Also, we are concerned that this option is too vague in the methods to be taught, what amount and

how many? For student teaching will they do all levels of kids? How much time if so? We currently do eight weeks in gen ed and then eight weeks in special ed, strategist I or II, with an extra 20 day experience for Strategist II. If they can teach any child what does that experience look like?

These are mostly questions that we have about what these changes will mean to our program. We will face a lot of questions from students and from faculty and administration as we try to come up with how to implement this. The elementary core was increased recently, which was difficult for other departments on campus as it took away elective hours in their programs. If we extend this endorsement more hours than they are now we are concerned that folks will just not pursue it and that the faculty here will put up a fight with more hours in our major. A side note, for secondary folks they are already double majors with adding special education if they choose.....any additional hours will certainly make many think more than twice and we are already critically short of these folks.

Dr. Ellen O'Keeke

NOTICE MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22.5a Native Language Teaching Authorization

The BoEE has adopted rules for a preliminary native language teaching authorization which is valid for five years while candidates complete basic pedagogy courses. After that time, candidates need to convert to this full native language teaching authorization, which is also available to fully licensed teachers who may be a native speaker of a foreign language.

282—22.5a (272) Native language teaching authorization.

22.5a(1) Authorization. The native language teaching authorization allows an individual to teach their native language as a foreign language in grades K-8 or grades 5-12.

22.5a(2) Application process. Any person interested in the native language teaching authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

22.5a(3) Requirements.

- (a) Applicants must hold a preliminary native language teaching authorization and meet the conversion requirements for the native language teaching authorization, or
- (b) hold an Iowa teaching license and 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. These applicants must also obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant. Before the applicant is hired, the school district administrator must verify that a diligent search was completed to hire a fully licensed teacher with the proper endorsement for the position.

22.5a(4) Validity. This authorization is valid for five years. No Class B licenses may be issued to applicants holding the native language teaching authorization who do not also hold a teaching license. No additional endorsement areas may be added to the native language teaching authorization.

22.5a(5) Renewal.

- a. Applicants must meet the renewal rule requirements set forth in 282-20.3 and 282-20.5(2).
- b. A one-year extension may be issued if all requirements for the renewal of the native language teaching authorization have not been met. This one-year extension is not renewable.

22.5a(6) Revocation and suspension. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the native language teaching authorization. If a school district hires an applicant without the proper licensure or endorsement, a complaint may be filed.

cor/jt

NOTICE MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22(8) Montessori authorization

Recently the board heard a presentation by the various Montessori programs in Iowa. Most are independently operated while others are part of a larger school district. For Montessori educators who are working in independently-accredited schools, this authorization will allow recognition of their training and also coverage by the BoEE for our code of professional conduct and ethics.

282-22.8 Montessori Authorization

22.8(1) Authorization. The Montessori authorization is provided to educators working in educational settings accredited by the American Montessori Society.

22.8(2) Application process. Any person interested in the Montessori authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov>.

22.8(3) Requirements.

- a. The applicant must have completed a baccalaureate degree.
- 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.
- c. 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.
- d. The applicant must complete the required Montessori training leading to a full credential issued by the American Montessori Society.
- e. The applicant must complete a code of professional conduct and ethics training approved by the board of educational examiners.

22.8(4) *Validity*. This authorization is valid for five years. No Class B or administrative decision licenses may be issued to applicants holding the Montessori authorization unless a teaching license is additionally obtained. No additional endorsement areas may be added to the Montessori authorization.

22.8(5) *Renewal*.

- a. Applicants must meet the renewal rule requirements set forth in 282-20.3 and 282-20.5(2).
- b. A one-year extension may be issued if all requirements for the renewal of the Montessori authorization have not been met. This one-year extension is not renewable.

22.8(6) *Revocation and suspension*. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the Montessori authorization.

DISCUSSION MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Ethics training as a requirement for renewal

One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of changes will allow educators to complete current and relevant training as a condition of licensure renewal, and also for the first issuance of a license when it is not already covered in the preparation program. Chapter 272.2 also states that the board shall provide this training to any person who holds a license, certificate, authorization, or statement of professional recognition.

282—20.3 (272) Renewal of licenses, authorizations, certificates, and statements of professional recognition.

20.3(2) General renewal requirements. A license, authorization, certificate or statement of professional recognition may be renewed for applicants who fulfill the general requirements set out in subrules 20.3(3) through 20.3(5)(7) and the license-specific requirements set out in this chapter under each license, authorization, certificate or statement of professional recognition.

20.3(5) Code of Professional Conduct and Ethics Training. Every renewal applicant must submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

20.3(5)(6) Recency of units for renewal. If a license is renewed on or before the date of expiration, the units for renewal are acceptable if earned during the term of the license. If a license is not renewed on the date of expiration, the units for renewal must have been completed within the five-year period immediately preceding the date of application for the renewal.

20.3(6)(7) Timely renewal. A license may only be renewed less than one year before it expires.

282—20.10 (272) Renewal requirements for a statement of professional recognition (SPR).

20.10(2) Each applicant renewing an SPR must provide documentation that all renewal requirements in subrules 20.3(1) through 20.3 have been met. 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).

282—13.8 (272) Specific requirements for a master educator's license. A master educator's license is valid for five years and may be issued to an applicant who:

1. Is the holder of or is eligible for a standard license as set out in rule 282—13.7(272), and
2. Verifies five years of successful teaching experience, and
3. Meets the renewal requirements of 282—20.3, and
- 3 4. Completes one of the following options:
 - Master's degree from a regionally accredited college or university in a recognized endorsement area, or

- Master's degree from a regionally accredited college or university in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction.

282—17.3(272) Requirements for the career and technical secondary license. This license is valid for five years.

17.3(1) Initial requirements. An applicant for this license must meet the requirements for the initial career and technical secondary license.

17.3(2) Renewal requirements for the career and technical secondary license. 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). Six units are needed for renewal. These units may be earned in any combination of the units listed below.

~~17.3(3) The applicant must complete an approved human relations component if the applicant has not previously done so.~~

~~17.3(4) An applicant who renews a license issued by the board of educational examiners must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

~~a. A person is engaged in active duty in the military service of this state or of the United States.~~

~~b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~

~~c. A person is practicing a licensed profession outside this state.~~

~~d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

282—22.1 (272) Coaching authorization

22.1(4) Renewal. The authorization may be renewed upon application and verification of successful completion of:

a. Renewal activities. Applicants for renewal of a coaching authorization must:

(1) Successfully complete five planned renewal activities/courses related to athletic coaching approved in accordance with guidelines approved by the board of educational examiners. Additionally, each applicant for the renewal of a coaching authorization shall have completed one renewal activity/course relating to the knowledge and understanding of professional ethics and legal responsibilities of coaches through a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.2 (272) Substitute authorization.

22.2(1) Application process

c. **Renewal.** 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). The authorization may be renewed upon application and verification of successful completion of:

~~(2) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

~~1. A person is engaged in active duty in the military service of this state or of the United States.~~

2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
3. A person is practicing a licensed profession outside this state.
4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.
5. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.

282—22.3 (272) School business official authorization.

22.3(7) Renewal. The authorization may be renewed upon application and verification of successful completion of:

a. Renewal activities.

(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). In addition to the child and dependent adult abuse mandatory reporter training listed below,

(1) The applicant for renewal must complete 4 semester hours of credit or the equivalent contact hours (1 semester hour is equivalent to 15 contact hours) within the three-year licensure period.

b. Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:

(1) The person is engaged in active duty in the military service of this state or of the United States.

(2) The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.

(3) The person is practicing in a licensed profession outside this state.

(4) The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse mandatory reporter training in this state.

(5) The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.

282—22.6 (272) School administration manager authorization.

22.6(7) Renewal.

b. 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). The standard school administration manager authorization may be renewed upon application and verification of successful completion of the following:

(2) Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:

1. The person is engaged in active duty in the military service of this state or of the United States.

2. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.

282—22.7 (272) iJAG authorization

22.7(5) Renewal. An applicant for renewal of the iJAG authorization must provide verification of completion of the following:

- a.* Required iJAG training as verified through an iJAG administrator.
- b.* Child and dependent adult abuse training as stated in 282—subrule 20.3(4).
- c.* Code of professional conduct and ethics training as stated in 282—subrule 20.3(5).

282—23.5 Behind the Wheel

282—23.5(272,321) Renewal. 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). All fees are nonrefundable. The behind-the-wheel driving instructor authorization may be renewed upon application and verification of successful completion of:

23.5(1) Providing behind-the-wheel instruction for a minimum of 12 clock hours during the previous school year; and

23.5(2) Successful participation in at least one department of transportation-sponsored or department of transportation-approved behind-the-wheel instructor refresher course; and

~~**23.5(3)** Effective September 1, 2002, the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

~~*a.* The person is engaged in active duty in the military service of this state or of the United States.~~

~~*b.* The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~

~~*c.* The person is practicing a licensed profession outside this state.~~

~~*d.* The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

~~*e.* The person has previously renewed a license or authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.~~

282—24.6 Paraeducator Certificates

282—24.6 (272) Renewal requirements.

24.6(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). The paraeducator certificate may be renewed upon application, payment of a renewal fee as established in 282—Chapter 12, and verification of successful completion of coursework totaling three units in any combination listed below.

~~**24.6(2)** All applicants renewing a paraeducator certificate must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

~~*a.* A person is engaged in active duty in the military service of this state or of the United States.~~

~~*b.* The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~

~~*c.* A person is practicing a licensed profession outside this state.~~

~~*d.* A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

282—13.5 (272) Teacher licenses. A license may be issued to applicants who fulfill the general requirements set out in subrule 13.5(1) and the specific requirements set out for each license.

13.5(1) General requirements. The applicant shall:

g. submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—13.4(272) Applicants from foreign institutions. An applicant for initial licensure whose preparation was completed in a foreign institution must obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide:

a. verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

b. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—13.16 (272) Specific requirements for a substitute teacher's license.

13.16(1) Substitute teacher requirements. A substitute teacher's license may be issued to an individual who provides verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and who:

d. submits documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.2(272) School audiologist.

16.2(2) Requirements. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.3(272) School nurse.

16.3(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.4(272) School occupational therapist.

16.4(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.5(272) School physical therapist.

16.5(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.6(272) School social worker.

16.6(2) Requirements. The special education director (or designee) of the area education agency or local education agency must submit an application to request that the authorization be issued. The application must include:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.7(272) Special education nurse.

16.7(2) Requirements.

a. The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the SPR be issued.

b. An applicant must submit the following documents:

(1) A copy of the license issued by the Iowa board of nursing.

(2) An official transcript.

(3) Verification of two years' experience in public health nursing.

(4) Completion of an approved human relations course.

(5) **documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.**

282—16.8(272) Speech-language pathologist.

16.8(2) Requirements. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—17.2 (272) Requirements for the initial career and technical secondary license. This

17.2(1) An applicant for this license must have completed **the following:**

a. 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. In those subjects, career and technical areas or endorsement areas which require state registration, certification or licensure, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary license or the career and technical secondary license will be issued.

b. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—18.4 (272) General requirements for an administrator license.

18.4(2) Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program. An initial administrator license valid for one year may be issued to an applicant who:

a. Is the holder of or is eligible for a standard license; and

b. Has three years of teaching experience; and

c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and

d. Has completed an approved human relations component; and

e. Has completed an exceptional learner component; and

f. Has completed an evaluator approval program.

g. Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

18.4(4) *Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.* An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of an Iowa professional service license; and
- b. Has three years of experience in an educational setting in the professional service endorsement area; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and
- e. Has completed an approved human relations component; and
- f. Has completed an exceptional learner component; and
- g. Has completed the professional education core in 282—paragraphs 13.18(4)“a” through “j”; and
- h. Has completed an evaluator approval program; and
- i. Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.1 (272) Coaching authorization.

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

a. *Credit hours.* Applicants must complete credit hours in the following areas:

5) Beginning on or after July 1, 2000, each applicant for an initial coaching authorization shall have successfully completed 1 semester credit hour or 15 contact hours in a course relating to the theory of coaching which must include at least 5 contact hours relating to the knowledge and understanding of the code of professional conduct, ethics and legal responsibilities of coaches approved by the board of educational examiners.

282—22.2 (272) Substitute authorization

22.2(1) *Application process.*

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

(1) Authorization program.

4. Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development and to be aware of the board’s rules of professional practice and competent performance.

complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

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:

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

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

22.5(3) *Requirements.*

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

f. During the term of the authorization, the applicant must complete board-approved training in the following:

- (1) Methods and techniques of teaching. Develop skills to use a variety of learning strategies that encourage students' development of critical thinking, problem solving, and performance skills. The methods course must include specific methods and techniques of teaching a foreign language and must be appropriate for the level of endorsement.
 - (2) Curriculum development. Develop an understanding of how students differ in their approaches to learning and create learning opportunities that are equitable and adaptable to diverse learners.
 - (3) Measurement and evaluation of programs and students. Develop skills to use a variety of authentic assessments to measure student progress.
 - (4) Classroom management. Develop an understanding of individual and group motivation and behavior which creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
 - (5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics.
 - (6) Diversity training for educators. Develop an understanding of and sensitivity to the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society, including preparation that contributes to the education of individuals with disabilities and the gifted and talented.
- 7g.** The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience in a related subject area.
- 8h.** 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.

282—22.6 (272) School administration manager authorization.

22.6(4) Specific requirements for an initial school administration manager

authorization. Applicants for an initial school administration manager authorization shall have completed the following requirements:

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

(Behind the wheel authorization)

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

23.1(2) Approved coursework. The applicant shall successfully complete **the following:**

a. a behind-the-wheel driving instructor course approved by the department of transportation. At a minimum, classroom instruction shall include at least 12 clock hours of observed behind-the-wheel instruction and 24 clock hours of classroom instruction to include psychology of the young driver, behind-the-wheel teaching techniques, ethical teaching practices, and route selection.

b. code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—24.3 (272) Prekindergarten through grade 12 paraeducator generalist certificate.

24.3(4) Applicants shall have successfully completed the following list of competencies.

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

(4) **complete a code of professional conduct and ethics training approved by the Board of Educational Examiners and** abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the Iowa department of education.

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

27.2(1) Initial professional service license.

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

cor/jt

DISCUSSION MEMO

Date: August 8, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Licensure renewal options

The BoEE staff will lead a discussion with the board about possible licensure renewal rule change options. The board will receive updates on current BoEE discussion regarding competency based renewals, CEUs, and various renewal options and practices available in other states.

Date: August 8, 2014

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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

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

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

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

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

Petition for Waiver

Name: Erin Schlotfeldt

License: Folder # 1000109

Schlotfeldt holds an initial license with endorsements in K-8 physical education, 5-12 physical education, and athletic coaching. She also holds a coaching authorization. She previously held an administrative decision license in 5-12 Instruction Strategist I: Mild/Moderate. The administrative decision expired on June 30, 2014.

Reason for Waiver: Schlotfeldt applied for a Class B license to continue teaching special education and was denied because she has not completed the required hours (one half of the content requirements).

Rule Citation:

282—13.11(272) Specific requirements for a Class B license. A Class B license, which is valid for two years and which is nonrenewable, may be issued to an individual under the following conditions:

13.11(1) Endorsement in progress. The individual has a valid initial, standard, master educator, permanent professional, Class A (one-year extension of an initial, standard, or master educator), exchange, or professional service license and one or more endorsements but is seeking to obtain some other endorsement.

A Class B license may be issued if requested by an employer and if the individual seeking to obtain some other endorsement has completed at least two-thirds of the requirements, or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for the endorsement. A Class B license may not be issued for the driver's education endorsement.

Rationale: Schlotfeldt did not start her special education coursework until June of 2014, because that is when a cohort began at Graceland University. She is currently enrolled at Graceland working toward a master's degree in special education, and will have completed 3 hours as of August 23, 2014.

Staff recommendation: Deny the waiver.

Rationale: Schlotfeldt was issued an Administrative Decision on August 16, 2013, so that she could teach special education during the 2013-2014 school year. A letter sent to her on that date stated the administrative decision could only be converted to a Class B if she had completed at least 12 hours of coursework in special education.

Hardship: If the board does not grant the waiver, Schlotfeldt will be unable to continue teaching special education. She states that she would experience an undue hardship due to lack of wages and would be unable to continue with her master's program. The board

must determine whether this hardship is undue, in light of the fact that the petitioner has had since August of 2013 to complete half of the required hours in special education.

Prejudice to Others: The Board has considered five waiver requests for this rule:

- 05-04: The petitioner wanted to accept an AEA job that required an administrative degree, but had completed only 4 credit hours of an administrative program. The waiver was denied.
- 05-06: The district conducted an unsuccessful search for a counselor position that opened up mid-year. The petitioner, who was the district's preferred candidate, did not have the hours needed for a Class B, but did hold a master's degree in social work. The waiver was granted.
- 09-08: The petitioner was seeking an administrative position, but had only completed 3 credit hours in administration. The waiver was denied.
- 09-19: The petitioner had completed a non-traditional program in Texas. She did not have any credit hours in special education, but had been hired for a special education position. The waiver was denied.
- 10-31: The board order stated that the petitioner's college had actually verified completion of two-thirds of the requirements for the desired endorsement. The waiver was granted.

Safety and welfare of others: The board must determine whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare.

Date: August 8, 2014

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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

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

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

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

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

Petition for Waiver

Name: Emily House

License: Folder # 1002921

House currently holds a substitute authorization.

Reason for Waiver: House's application was denied because she had not taken the correct Praxis exam in her content area. She has been offered a teaching position that begins August 18, 2014. She is currently registered for the correct exam.

Rule Citation:

282—13.17(1)(a)(4) 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 if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education . . .

Rationale: House states that due to a miscommunication with a BoEE staff member she believed she had already taken the appropriate Praxis exam in her content area. She believes the score for the correct exam will not be back in time to allow her to begin the school year.

Staff recommendation: Deny the waiver.

Hardship: House cites possible loss of her position due to an inability to start the school year as a basis for a finding of undue hardship.

Prejudice to Others: The board has not previously waived the Praxis requirement for a candidate who completed an out-of-state preparation program. (The requirement for candidates who completed an in-state program is statutory, and therefore cannot be waived.)

Safety and welfare of others: The board must determine whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare.

BoEE Board Retreat Goals Proposal

Proposed 2014-2015 goals based on the ideas discussed at the board retreat:

- Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment, 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 plan to align BOEE goals with the Iowa Department of Education, the Governor's office, the Legislature, and Iowa colleges of education.

Board Retreat Goals Discussion Ideas

Licensure and Shortage Areas

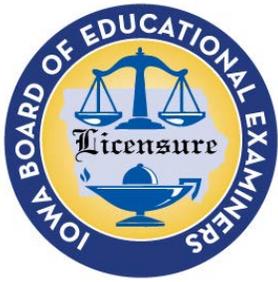
- narrow types of courses (perhaps pertinent to content area(s) such as special education)
- Open up options for types of renewal credits
- Pursue more types of alternative licensure
- Examine the differences between rural and urban shortage areas

Ethics training

- Continue to expand the footprint of ethics coverage
- In-depth training to include challenging scenarios and the decision making process

Legislative/DE items

- Continue building relationships with IA legislature
- Transitional Coaching Proposal – revisit next session
- Pursue ways to decrease the paperwork in special education
- Continued support for www.teachiowa.gov amongst all groups
- Continued discussion of TLC process and the role of the BoEE. Continue to work with DE, IHE, on shortage areas so that all applicants for TLC can be considered fairly.
- Relief of requirements for some shortage areas
- Paid internships



State of Iowa
BOARD OF EDUCATIONAL EXAMINERS

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282—6.12(17A) Summary Waiver Report (2014)

Semiannually, the board shall prepare a summary report identifying the rules for which a waiver has been granted or denied, the number of times a waiver was granted or denied for each rule, a citation to the statutory provisions implemented by the rules, and a general summary of the reasons justifying the board's actions on waiver requests. If practicable, the report shall detail the extent to which the granting of a waiver has affected the general applicability of the rule itself. Copies of this report shall be available for public inspection and shall be provided semiannually to the administrative rules coordinator and the administrative rules review committee.

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 1/30/14 through 7/30/14**

Rule and statute rule is intended to implement	Number of times waiver was granted or denied	Summary of reasons for granting or denying the waiver, comments on effect of waivers on general applicability of the rule
282—13.29(272), Iowa Code section 272.2(1)	Denied once	In Waiver Request 14-06, the Board denied the petitioner’s request to waive the requirement of a methods course to add the corresponding subject matter endorsement. The petitioner had taught business while on a conditional license and asked the Board to waive the course requirement based on this experience. The Board found the methods course was a valuable supplement to classroom experience and did not present an undue hardship.
282—18.10(272), Iowa Code section 272.2(1)	Denied once	In Waiver Request 14-03, the Board denied the petitioner’s request to waive the requirement for a graded practicum in administration. The Board found that the practicum provides a valuable opportunity to reflect on administrative experience, and the time and expense necessary to complete the requirement did not constitute undue hardship.
282—22.2(272), Iowa Code section 272.2(1)	Granted three times	<p>In Waiver Request 14-02, the petitioner’s application for a substitute authorization had been denied because it did not include verification of a bachelor’s degree from a regionally accredited institution. The board granted a waiver after the petitioner provided evidence that she was unable to obtain verification of her bachelor’s degree, which she obtained in Nigeria. The petitioner provided an official transcript demonstrating she had obtained a doctorate degree from Ohio University.</p> <p>In Waiver Request 14-04, the Board granted the petitioner’s request to waive the requirement of a bachelor’s degree from a regionally accredited institution in order to obtain the substitute authorization. The petitioner holds a bachelor’s degree from Nebraska Christian College, which is accredited by the Association of Biblical Higher Education. The petitioner also holds a coaching authorization issued by the Board.</p> <p>In Waiver request 14-07, the Board waived the requirement of a bachelor’s degree from a regionally accredited institution based on the petitioner’s verification of a bachelor’s degree from Westwood College. Westwood College is accredited by the Accrediting Council for Independent Colleges and Schools. The petitioner has previously worked as a substitute paraeducator.</p>
282—22.5(272), Iowa Code section 272.2(1)	Denied once	In Waiver Request 14-05, the Board denied the petitioner’s request to waive the assessment requirement to obtain the preliminary native language teaching authorization. The assessment constitutes the only assurance of content knowledge required by this rule. The Board found the assessment requirement did not create an undue hardship.

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.