

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

Friday, February 14, 2014

2013-2014 BOEE Goals

- Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment.
- Goal 2: The Board will develop a communication plan for the dissemination of information to its constituent groups, the Governor's office, and the legislature.
- Goal 3: The board will develop a plan to align BOEE goals with the Iowa Department of Education and Iowa colleges of education.

AGENDA
TIMES ARE APPROXIMATE
Friday, February 14, 2014

- 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 January 16, 2014 **Tab B**
- Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)**
- Open Session – Results of closed session announced**
- a. Approve closed session minutes from January 16, 2014
- Communication from the Public**
- Rules [Iowa Administrative Code – Chapter 282 (272)]**
- a. Adopt**
1. IAC 282—Amend 13.9(3) —Teacher Intern License Requirements **Tab C**
- b. ARRC Review Pending**
1. IAC 282—Amend 25.3(1)e —Student Abuse (Session Delay) **Tab D**
2. IAC 282 Chapter 11.4 — Complaint – Who may initiate **Tab E**
3. IAC 282 Chapter 13.17 (1) & 13.3(6) — Out-of-state applicant licensure requirements **Tab F**
- c. Notice**
1. IAC 282 Chapter 22.6 — School administration manager authorization. **Tab G**
2. Amend IAC 282 Chapter 11.6 — Ruling on the initial inquiry (regarding probable cause) **Tab H**

d. Items for Discussion

1. IAC 282 Chapter 22.2 — Substitute authorization
2. Amend IAC 282 Chapter 14 — Special education endorsement requirements

Tab I
Tab J

12:00 p.m. Lunch for Board Members (Conference Rm. 3N)

12:35 p.m. Stakeholder Presentation

Tammy Wawro, President, Iowa State Education Association

Bio: <http://www.isea.org/home/183.htm>

Cindy Swanson, Teaching and Learning Specialist, Iowa State Education Association

Board Communications

- a. Board Member Reports
- b. Executive Director's Report
 1. Financial update
 2. TeachIowa.gov update
 3. Board Operating Guidelines Committee meeting (Hill, Prescott and Overholtzer)

Tab K

Waivers

1. PFW 14-02 Olabisi Titilope Gwamna
2. PFW 14-03 Thomas Ridder

Tab L
Tab M

Reports/Approvals

1. Legislative Update/Priorities – Phil Wise

2:00 p.m. Adjournment

Next Meeting – Friday, March 14, 2014

1 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
2 25.3(4)(a), (b), (d), and (e), and order this case set for hearing. **MOTION CARRIED**
3 **UNANIMOUSLY.**

4
5 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
6 **number 13-119**, the Board find that the evidence gathered in the investigation,
7 including witness statements and the documentary evidence, does not create a
8 reasonable ground for belief in the existence of facts warranting a hearing, and that
9 the Board therefore lacks probable cause to proceed with this matter. **MOTION**
10 **CARRIED UNANIMOUSLY.**

11
12 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
13 **number 13-102**, 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 Dutcher – yes; Garcia-Van Auken – yes; Lebo – yes; Overholtzer – no; Pattee – no;
18 Prescott – yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

19
20 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
21 **13-109**, the Board find that the evidence gathered in the investigation, including
22 witness statements and the documentary evidence, does not create a reasonable
23 ground for belief in the existence of facts warranting a hearing, and that the Board
24 therefore lacks probable cause to proceed with this matter. **MOTION CARRIED**
25 **UNANIMOUSLY.**

26
27 Ann Lebo moved, with a second by Anne Sullivan, that in **case number 13-112**, the
28 Board find that the evidence gathered in the investigation, including witness
29 statements and the documentary evidence, does not create a reasonable ground for
30 belief in the existence of facts warranting a hearing, and that the Board therefore lacks
31 probable cause to proceed with this matter. Roll call vote: Dutcher – yes; Garcia-Van
32 Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – recused; Sullivan –

1 yes; Wortmann - yes. **MOTION CARRIED.** (Darcy Lane left the room during the
2 discussion of this case in closed session.)

3

4 Ann Lebo moved, with a second by Anne Sullivan, that in **case number 13-113**, the
5 Board find that the evidence gathered in the investigation, including witness
6 statements and the documentary evidence, does not create a reasonable ground for
7 belief in the existence of facts warranting a hearing, and that the Board therefore lacks
8 probable cause to proceed with this matter. Roll call vote: Dutcher – yes; Garcia-Van
9 Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – recused; Prescott – recused;
10 Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

11

12 Ann Lebo moved, with a second by Anne Sullivan, that in **case number 13-114**, the
13 Board find that the evidence gathered in the investigation, including witness
14 statements and the documentary evidence, does not create a reasonable ground for
15 belief in the existence of facts warranting a hearing, and that the Board therefore lacks
16 probable cause to proceed with this matter. Roll call vote: Dutcher – yes; Garcia-Van
17 Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – recused; Prescott – recused;
18 Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

19

20 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
21 **number 13-118**, 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 Anne Sullivan, that in **case**
28 **number 13-120**, the Board find that the evidence gathered in the investigation,
29 including witness statements and the documentary evidence, does not create a
30 reasonable ground for belief in the existence of facts warranting a hearing, and that
31 the Board therefore lacks probable cause to proceed with this matter. **MOTION**
32 **CARRIED UNANIMOUSLY.**

33

1 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
2 **number 13-121**, the Board find that the evidence gathered in the investigation,
3 including witness statements and the documentary evidence, does not create a
4 reasonable ground for belief in the existence of facts warranting a hearing, and that
5 the Board therefore lacks probable cause to proceed with this matter. **MOTION**
6 **CARRIED UNANIMOUSLY.**

7
8 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number**
9 **13-122**, the Board find probable cause to establish a violation of the following
10 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
11 25.3(5)(a)(3), and order this case set for hearing. Roll call vote: Dutcher – yes; Garcia-
12 Van Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan –
13 recused; Wortmann - yes. **MOTION CARRIED.** (Duane Magee left the room during
14 the discussion of this case in closed session.)

15
16 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number**
17 **13-123**, 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. Roll call vote: Dutcher – yes; Garcia-
20 Van Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan –
21 recused; Wortmann - yes. **MOTION CARRIED.** (Duane Magee left the room during
22 the discussion of this case in closed session.)

23
24 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number**
25 **13-124**, the Board find probable cause to establish a violation of the following
26 provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter
27 25.3(5)(a)(3), and order this case set for hearing. Roll call vote: Dutcher – yes; Garcia-
28 Van Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan –
29 recused; Wortmann - yes. **MOTION CARRIED.**

30
31 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
32 **number 13-06**, the Board accept the stipulation and settlement submitted by the

1 parties, and issue an Order incorporating the agreement of the parties and imposing
2 the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

3
4 Anne Sullivan moved, with a second by Ann Lebo, that the Board not initiate review of
5 the proposed decision in **case number APP 13-03, In the Matter of Derick**
6 **Schroeder**, and allow the proposed decision to become the final decision of the Board
7 unless an appeal is taken by one of the parties within the time allowed by rule.
8 **MOTION CARRIED UNANIMOUSLY.** (September Lau left the room during the
9 discussion of this case in closed session.)

10
11 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that the Board not
12 initiate review of the proposed decision in **case number 12-66, In the Matter of Troy**
13 **Elliott**, and allow the proposed decision to become the final decision of the Board
14 unless an appeal is taken by one of the parties within the time allowed by rule. Roll
15 call vote: Dutcher – yes; Garcia-Van Auken – yes; Lebo – recused; Overholtzer – yes;
16 Pattee – yes; Prescott – yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**
17 (September Lau left the room during the discussion of this case in closed session.)

18
19 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
20 **12-100**, the Board find that the evidence gathered in the investigation, including
21 witness statements and the documentary evidence, does not create a reasonable
22 ground for belief in the existence of facts warranting a hearing, and that the Board
23 therefore lacks probable cause to proceed with this matter. **MOTION CARRIED**
24 **UNANIMOUSLY.**

25
26 Case No. 13-92 was discussed in open session.

27 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, to extend the 180-day
28 deadline for issuance of the final decision in **case number 13-92**, based upon the
29 need to conduct the hearing and the need to review the proposed decision. **MOTION**
30 **CARRIED UNANIMOUSLY.**

1 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan to accept the
2 amended closed session minutes for November 8, 2013 and December 13, 2013. (The
3 November 8, 2013 closed session minutes were amended to reflect that Dan Dutcher
4 was absent from the meeting.) **MOTION CARRIED UNANIMOUSLY.**

5 Communication from the Public:

6 None.

7

8 Rules:

9 Adopt:

10 Andy Pattee moved, with a second by Dan Dutcher, to adopt the proposed changes to
11 chapter 22.6 — iJAG authorization. **MOTION CARRIED UNANIMOUSLY.**

12

13 Andy Pattee moved, with a second by Anne Sullivan, to adopt the proposed change to
14 chapter 13.17(3) — International exchange license. **MOTION CARRIED**
15 **UNANIMOUSLY.**

16

17 Jay Prescott moved, with a second by Mary K. Overholtzer, to adopt the proposed
18 change to chapter 13.16(1) — Requirements for a substitute teacher license. **MOTION**
19 **CARRIED UNANIMOUSLY.**

20

21 Brenda Garcia-Van Auken moved, with a second by Andy Pattee, to adopt the
22 proposed changes to chapter 24.3 and 24.4 — Paraeducator requirements, with one
23 amendment to address a public comment regarding licensed healthcare providers.
24 **MOTION CARRIED UNANIMOUSLY.**

25

26 Jay Prescott moved, with a second by Ann Lebo, to adopt the proposed change to
27 chapter 18.4 — General requirements for an administrator license. **MOTION CARRIED**
28 **UNANIMOUSLY.**

29

30 Jay Prescott moved, with a second by Dan Dutcher, to adopt the proposed changes to
31 chapter 13.28(9) — FCS endorsement requirements, with one amendment to remove
32 proposed changes to Chapter 17 of the Board's rules (the Board will complete a more

1 comprehensive review of Chapter 17 in the future). **MOTION CARRIED**
2 **UNANIMOUSLY.**

3
4 Dan Dutcher moved, with a second by Andy Pattee, to adopt the proposed changes to
5 chapter 13.28 (26 and 27) and 27.3 (1 and 2) — Elementary and Secondary Counselor.
6 **MOTION CARRIED UNANIMOUSLY.**

7
8 Notice:

9 Ann Lebo moved, with a second by Dan Dutcher, to file under notice of intended
10 action, the proposed change to chapter 11.4 — Complaint-Who may initiate. **MOTION**
11 **CARRIED UNANIMOUSLY.**

12
13 Dan Dutcher moved, with a second by Andy Pattee, to file under notice of intended
14 action, the proposed changes to chapter 13.17(1) and 13.3(6) — Out-of-state applicant
15 licensure requirements. **MOTION CARRIED UNANIMOUSLY.**

16
17 Items for Discussion:

18 The proposed change to chapter 22.2 Substitute authorization was discussed and will
19 be brought back for further discussion.

20
21 The proposed change to chapter 22.6 — School administration manager authorization
22 was discussed and will be brought for notice at a future meeting.

23
24 The proposed changes to chapter 14 — Special education endorsement requirements
25 were discussed and will be brought back for further discussion.

26
27 The proposed changes to chapter 11.6 — Ruling on the initial inquiry (regarding
28 probable cause) was discussed and will be brought back for notice at a future meeting.

29
30 Stakeholder Presentation:

31 There was a presentation regarding Social Professional Learning. This included
32 Alternatives for Professional Development: Recognizing, Assessing & Crediting Social
33 Professional Learning. Presenters included:

- 1 • Nancy Movall, K12 Online Learning Specialist, AEAPD Online
- 2 • Marcia Powell, Science Teacher, West Delaware CSD
- 3 • Kathy Perret, Instructional Coach and Consultant, NWAEA
- 4 • Jimmy Casas, Principal, Bettendorf High School
- 5 • Kevin Range, Principal, Spirit Lake High School
- 6 • Heath Hesse, Business Teacher, Tipton CSD- he pre-recorded the video

7

8 Board Member Reports:

9 The Board discussed the legislative reception that took place prior the board meeting
10 today (7:30-9:00 a.m.) at the Capitol.

11

12 Executive Director's Report

13 Executive Director Magee reviewed the financial report.

14

15 Executive Director Magee updated the Board regarding TeachIowa.gov. We are
16 continuing to expand the system.

17

18 Board Operating Guidelines: Executive Director Magee will email the Board Operating
19 Guidelines to the committee: Larry Hill, Jay Prescott and Mark K. Overholtzer to
20 review. They will then provide their recommendations for modifications. The
21 committee will then bring their recommendations before the Board at the March
22 meeting.

23

24 Petitions for Waiver:

25 Andy Pattee moved, with a second by Jay Prescott, that in **PFW 13-16 Rita R.**

26 **Schechinger**, the Board deny the Petition for Waiver. Reasons for denial:

27 The petitioner, Rita Schechinger, holds a valid substitute authorization but asked that
28 she be permitted to substitute teach at the elementary level. The substitute
29 authorization is only valid in a junior high, middle school, or high school setting.

30 Ms. Schechinger has experience working with elementary students in her role as a
31 speech-language pathologist. Ms. Schechinger states in her petition that she most
32 enjoys working with elementary students and feels she has greater expertise at that
33 level, given her previous experience in elementary classrooms as a speech-language

1 pathologist. The Board found the petition did not provide clear and convincing
2 evidence of an undue hardship. Ms. Schechinger believes there would be no prejudice
3 to the rights of others if the Board was to grant the waiver, and similar waivers
4 granted to others would benefit rural school districts in search of substitute teachers.
5 The Board expressed willingness to gather input from school districts across the state
6 and consider revisions to the nature of the substitute authorization in the future, but
7 felt that granting the waiver in this case would cause prejudice to the rights of other
8 holders of the substitute authorization who may prefer working with elementary
9 students and have some experience doing so. Ms. Schechinger provided letters
10 indicating that she has experience with elementary students and those who had
11 supervised or worked with her in these contexts felt she would be an effective
12 substitute teacher. Roll call vote: Dutcher – yes; Garcia-Van Auken – yes; Lebo – yes;
13 Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan – absent; Wortmann - yes.

14 **MOTION CARRIED.**

15

16 Andy Pattee moved, with a second by Dan Dutcher, that in **PFW 14-01 Hannah**
17 **Smith**, the Board grant the Petition for Waiver. Reasons for granting:
18 The petitioner, Hannah Smith, currently holds a regional exchange license that will
19 expire on February 28, 2014. Ms. Smith took coursework through Green Hills AEA to
20 satisfy the requirement of recency to convert her regional exchange license. After
21 doing so, Ms. Smith learned from Board staff that she needed college credit (rather
22 than renewal credit) to fulfill this requirement. Ms. Smith contacted the AEA and
23 found that she could have received college credit for the same coursework if she had
24 elected that option prior to the start of the course. Ms. Smith's regional exchange
25 license expires in February of 2014. She would not be able to take six hours of college
26 credit prior to that date in order to obtain her initial license. The Board found this
27 would create an undue hardship, in light of the fact that Ms. Smith had completed
28 coursework for which she could have received the required college credit if she had
29 simply selected that option before starting the course. Ms. Smith believes there would
30 be no prejudice to the rights of others if the Board were to grant her waiver request.
31 In Petition for Waiver 12-04, the Board granted a waiver to an individual who took a
32 technology course for licensure credit, rather than the college credit required to meet
33 this element of the professional education core. The Board found, in light of the

1 unique circumstances presented here, that granting the waiver would not cause
2 prejudice to the rights of others. The Board found granting the waiver would not
3 compromise public health, safety, and welfare, because Ms. Smith had received the
4 same content through her renewal credit course that she would have received if she
5 had taken the course for college credit. Roll call vote: Dutcher – yes; Garcia-Van
6 Auken – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan –
7 absent; Wortmann - yes. **MOTION CARRIED.**

8
9 Reports/Approvals

10 Executive Director Magee provided the Board with a legislative update.

11
12 The Board reviewed the Annual Administrative Rules Review Report and the Fees
13 Report which we are required to prepare and submit per Iowa Code.

14
15 There being no further business, Ann Lebo moved, with a second by Mary K.
16 Overholtzer to adjourn the meeting. Meeting adjourned at 1:50 p.m.

ADOPTION MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—13.9(3) Teacher Intern Requirements

A proposed change for teacher intern requirements, intended to align licensure requirements with Department of Education rules regarding admission into the teacher intern program, was published as ARC 1272C in the January 8, 2014 edition of the Iowa Administrative Bulletin. A public hearing took place on February 5, 2014, with written comment accepted until February 7, 2014.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

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

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

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," Iowa Administrative Code.

Current Board rules state that there is a minimum bachelor's degree grade point average requirement in order for the teacher intern license to be issued. Department of Education rules in 281—Chapter 77 address grade point average requirements for candidates' admission to the program, and the rules make an allowance that candidates may be admitted conditionally if they have not met the minimum grade point average. This proposed amendment will allow board rules to mirror the Department of Education language.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, February 5, 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, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, 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.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, February 7, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

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

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

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

The following amendment is proposed.

Amend subrule 13.9(3) as follows:

13.9(3) Teacher intern requirements. A teacher intern license shall be issued upon application, provided that the following requirements have been met. The applicant shall:

a. Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution or meet the admission criteria set forth in 281—subrule 77.11(2).

b. Meet the requirements of at least one of the board's secondary (5-12) teaching endorsements listed in rule 282—13.28(272).

c. Possess a minimum of three years of postbaccalaureate work experience. An authorized official at a college or university with an approved teacher intern program will evaluate this experience.

d. Successfully complete the teacher intern program requirements listed in subrule 13.9(4) and approved by the state board of education.

e. Successfully pass a basic skills test at the level approved by the teacher education institution.

ARRC PENDING MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—25.3(1) Student abuse – Session delay

On October 11, 2013, the board voted to adopt changes to 282 IAC 25.3(1) regarding student abuse (specifically, relationships between licensees and former students). The adoption notice was published as ARC 1170C in the November 13, 2013 edition of the Iowa Administrative Bulletin. On December 10, 2013, the Administrative Rules Review Committee voted for a session delay on this rulemaking. Therefore, the changes adopted by the board will go into effect at the close of the 2014 legislative session unless there is legislation passed on this subject. Board staff will monitor any legislation introduced that would affect this rulemaking and will update board members as needed.

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby amends Chapter 25, "Code of Professional Conduct and Ethics," Iowa Administrative Code.

This amendment prohibits romantic or sexual relationships between licensees and former students for 90 days following the student's last date of enrollment, if the licensee and the student previously had a direct and supervisory relationship. The amendment adds an additional ethics violation under paragraph 25.3(1)"e" ("Student abuse") specifically for students no longer enrolled in a school district.

Notice of Intended Action was published in the Iowa Administrative Bulletin as ARC 0992C on September 4, 2013.

A public hearing was held on September 25, 2013, with written comment accepted until 4 p.m. on September 27, 2013. No one attended the public hearing. Board staff received one written comment in support of the amendment from the Iowa Girls' High School Athletic Union.

This amendment is identical to that published under Notice.

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

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

This amendment will become effective December 18, 2013.

The following amendment is adopted.

Amend subrule 25.3(1) as follows:

25.3(1) Standard I—conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse. Violation of this standard includes:

a. to d. No change.

e. *Student abuse.* Licensees shall maintain professional relationships with all students, both inside and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction:

(1) to (4) No change.

(5) Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee; ~~or~~

(6) Failing to report any suspected act of child or dependent adult abuse as required by state law; ~~or~~

(7) Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)"b" or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

[Filed 10/16/13, effective 12/18/13]

[Published 11/13/13]

EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 11/13/13.

ARRC PENDING MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Rule 11.4(1) regarding who may initiate a complaint

Board staff suggests amending the rule regarding who may initiate a complaint to remove confusing language about licensed practitioners. The proposed amendment would make it clear that any licensed practitioner can file a complaint.

The Board has received one written comment at this time. This proposed amendment will be published in the Iowa Administrative Bulletin on February 19, 2014, as 1344C. A public hearing will take place on March 12, 2014.

282—11.4 (17A,272) Complaint.

11.4(1) Who may initiate. The following entities may initiate a complaint:

a. Licensed practitioners ~~employed by a school district or their educational entity or their recognized local or state professional organization.~~

Cunningham, Kim [BOEE]

Subject: FW: Proposed change to 282-11.4 Complaint

Hi Kim,

Comment re: ARRC pending memo for the Chapter 11 rule change.

From: Hickman, Christy [IA] [<mailto:Christy.Hickman@isea.org>]

Sent: Thursday, January 16, 2014 3:30 PM

To: Magee, DT [BOEE]; Lane, Darcy [BOEE]

Subject: Proposed change to 282-11.4 Complaint

D.T. and Darcy,

I think I may be able to speak to some of the confusion around the following rule discussed today: 11.4(1) *Who may initiate*. The following entities may initiate a complaint: a. Licensed practitioners ~~employed by a school district or their educational entity or their recognized local or state professional organization~~. I admit, I did not understand this language at first glance either. I believe the intent of the current language is to allow (1) a licensed practitioner; (2) an educational entity (school district, AEA); or (3) a local or state professional organization (ISEA, PEI, SAI, etc.) to file a complaint which meets all other jurisdictional requirements. The proposed change would disallow the defined organizations from filing a complaint. I understand the interest in eliminating the language "employed by a school district," but doubt that the Board intends to eliminate the ability of the defined organizations to do so.

I hope you find this helpful.

Best regards,
Christy Hickman

Christy A.A. Hickman
Staff Counsel
Iowa State Education Association
777 Third Street
Des Moines, Iowa 50309
(PH) 515-471-8004
(FAX) 515-471-8017

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ARRC PENDING MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.17(1) and 13.3(6)

The board recently approved a language change to allow for out-of-state applicants to provide an expired teaching license as part of their application. Additional language was found in different rules also citing the need for this license, so these changes provide the necessary consistency.

These proposed amendments will be published in the February 19, 2014 edition of the Iowa Administrative Bulletin as ARC 1343C. A public hearing is scheduled for March 12, 2014.

13.17(1) *One-year teacher exchange license.*

(3) The applicant holds and submits a copy of a valid ~~and current~~ **or expired** certificate or license ~~in the state in which the preparation was completed or in which the applicant is currently teaching~~, exclusive of a temporary, emergency or substitute license or certificate;

13.3(6) *Requirements for applicants whose preparation was completed through out-of-state teacher preparation programs and who have attained National Board Certification.*

b. Provide a valid **or expired** out-of-state teaching license based on a state-approved teacher preparation program.

NOTICE MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: 282—22.6(272) School administration manager authorization.

The BoEE staff suggests adding an experience requirement to convert the Initial School Administration Manager Authorization to a Standard School Administration Manager Authorization. This requirement will also include a verification that the applicants have met the competencies and skills verified by the supervising administrator and will align the conversion requirements to the requirements to convert an initial teaching or initial administrator license.

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:

- a. *Education.* Applicants must hold a high school degree or general equivalency diploma.
- b. *Minimum age.* Applicants must have attained a minimum age of 18 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.

22.6(5) Specific requirements for a standard school administration manager authorization.

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

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

b. *Experience.* Applicants shall complete one year of experience as a school administration manager in an Iowa school. The supervising administrator shall verify this experience and the applicant's completion of the required competencies.

c. *Competencies.* Applicants shall demonstrate completion of or competency in the following:

(1) Each school administration manager shall demonstrate competence in technology appropriate to the school administration manager position. The school administration manager will:

1. Become proficient in the use of the approved time-tracking software tool;
 2. Schedule the administrator's time using the approved software, update and reconcile the calendar daily, and attempt to pre-calendar the administrator at or above the administrator's goal;
- and

3. Regularly schedule, review, and reflect with the administrator on the graphs and data provided through the software.

(2) Each school administration manager shall demonstrate appropriate personal skills. The school administration manager:

1. Is an effective communicator with all stakeholders, including but not limited to colleagues, community members, parents, and students;
2. Works effectively with employees, students, and stakeholders;
3. Maintains confidentiality when dealing with student, parent, and staff issues;
4. Clearly understands the administrator's philosophy of behavior expectations and consequences; and
5. Maintains an environment of mutual respect, rapport, and fairness.

NOTICE MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: 282—11.6(272) Ruling on the initial inquiry (regarding probable cause)

Based on a recent district court ruling, the Board may wish to amend subrule 11.6(3) to explicitly state that the Board *may* (rather than *shall*) set a case for hearing if there is probable cause of a violation of the Code of Professional Conduct and Ethics. The proposed rule revision also sets forth factors for the Board to consider in determining whether to set a case for hearing.

282—11.6 (272) Ruling on the initial inquiry. Upon review of the investigator's report, the board may take any of the following actions:

11.6(1) *Reject the case.* If a determination is made by the board to reject the case, the complaint shall be returned to the complainant along with a statement specifying the reasons for rejection. A letter of explanation concerning the decision of the board shall be sent to the respondent.

11.6(2) *Require further inquiry.* If determination is made by the board to order further inquiry, the complaint and recommendations by the investigator(s) shall be returned to the investigator(s) along with a statement specifying the information deemed necessary.

11.6(3) *Accept the case.* If a determination is made by the board that probable cause exists to conclude that the criteria of professional practices or the criteria of competent performance have been violated, notice mayshall be issued, pursuant to rule 282—11.7(17A,272), and a formal hearing mayshall be conducted in accordance with rules 282—11.7(17A,272) to 282—11.21(17A,272), unless a voluntary waiver of hearing has been filed by the respondent pursuant to the provisions of subrule 11.4(6). In determining whether to issue a notice of hearing, the board may consider the following:

- a. Whether the alleged violation is of sufficient magnitude to warrant a hearing by the board.
- b. Whether there is sufficient evidence to support the complaint.
- c. Whether the alleged violation was an isolated incident.
- d. Whether adequate steps have been taken at a local level to ensure similar behavior does not occur in the future.

11.6(4) *Release of investigative report.* If the board finds probable cause of a violation, the investigative report will be available to the respondent upon request. Information contained within the report is confidential and may be used only in connection with the disciplinary proceedings before the board.

DISCUSSION MEMO

Date: February 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22.2

The two options below would allow holders of the substitute authorization to substitute teach at the elementary level. Option 1 would only expand the authority to candidates who currently hold a professional service license with us at the elementary level (such as elementary guidance counselors). Option 2 would expand the authority for all substitute authorization holders.

Option 1

282—22.2 (272) Substitute authorization. A substitute authorization allows an individual to substitute in a middle school, junior high school, or high school 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. 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 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. **An individual who holds a professional service license at the elementary level and completes the substitute authorization program may also substitute at the elementary level.**

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

DISCUSSION MEMO

Date: February 14, 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 staff met over several months to examine the possible changes to the special education endorsements. Two options are being proposed to replace the current K-8/5-12 Instructional Strategist I: Mild/Moderate, K-12 Instructional Strategist II: Behavior Disorder/Learning Disabilities, and K-12 Instructional Strategist II: Intellectual Disabilities. Both options are attempts to increase 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.

Option I

14.1(1) Program requirements.

- a.* The applicant must meet the requirement in rules 282—13.1(272) and 282—13.5(272).
- b.* The applicant must complete pre-student teaching field-based experiences in special education.
- c.* Student teaching. Each applicant for an Iowa license with a special education instructional endorsement must file evidence of completing an approved student teaching program in special education. This experience must be full-time in an approved special education classroom. An approved special education classroom is one which is recognized by the state in terms of the respective state rules for special education. This special education student teaching experience shall qualify for each special education instructional endorsement sought on an original application for Iowa licensure if at the same grade level.
- d.* The applicant must meet the requirements to add an endorsement in rule 282—13.29(272).

14.1(2) Adding special education instructional endorsements to Iowa licenses.

- a.* After the issuance of a practitioner license, an individual may add other special education instructional endorsements to that license upon proper application provided current requirements for the specific endorsement(s) have been met.
- b.* If an applicant is seeking to add a special education instructional endorsement at the same level, elementary or secondary, as other endorsements held, the student teaching component set out in the rules for added endorsement areas is not required.

c. An updated license with expiration date unchanged from the original or renewed license will be prepared. Licensure procedures and requirements are set out in 282—Chapter 13.

282—14.2(272) Specific requirements. *For each of the following teaching endorsements in special education, the applicant must have completed 24 semester hours in special education.*

K-8 Special Education: Strategist

This endorsement authorizes instruction in all K-8 mild instructional special education programs without regard to the instructional mode, for all students identified with mild and moderate disabilities. 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 current diagnostic, formative, summative, progress monitoring and data usage in program decision making. 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. Methods and strategies. To include evidence based models for providing instructional methodologies, adaptation, accommodation and/or intensive interventions of the K-8 general education curriculum for individuals with mild or moderate disabilities. Must include methodology for remediation of literacy and math skills within the current Iowa service delivery model.
5. Methods and strategies for supporting student behavior and social/emotional and/ or mental health needs. To include preparation in evidence based management practices including, positive behavior supports, behavior intervention plans, and Functional Behavior Analysis. Preparation also to include methods for increasing positive social interaction and self-determination.
6. 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.
7. Assistive/ Instructional Technology. To include preparation in the use of assistive and instructional technology to assist students with mild and moderate disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

8. Student teaching. Student teaching, with student in grades K-8 with mild and moderate disabilities.

5-12 Special Education: Strategist

This endorsement authorizes instruction in all 5-12 mild instructional special education programs without regard to the instructional mode, for all students identified with mild and moderate disabilities. 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 current diagnostic, formative, summative, progress monitoring and data usage in program decision making. 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. Methods and strategies. To include evidence based models for providing instructional methodologies, adaptation, accommodation and/or intensive interventions of the 5-12 general education curriculum for individuals with mild or moderate disabilities. Must include methodology for remediation of literacy and math skills within the current Iowa service delivery model.
5. Methods and strategies for supporting student behavior and social/emotional and/ or mental health needs. To include preparation in evidence based management practices including, positive behavior supports, behavior intervention plans, and Functional Behavior Analysis. Preparation also to include methods for increasing positive social interaction and self-determination.
6. 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.
7. Assistive/ Instructional Technology. To include preparation in the use of assistive and instructional technology to assist students with mild and moderate disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

8. Student teaching. Student teaching, with student in grades K-8 with mild and moderate disabilities.

K-12 Special Education: Interventionist.

This endorsement authorizes instruction in all K-12 moderate to severe instructional special education programs without regard to the instructional model, for all students identified moderate to severe disabilities. 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. 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, adaptations, accommodations and modifications of the K-12 general education curriculum (including reflected in the Iowa Core essential elements for individuals with moderate to significant cognitive 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.
6. 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.
7. 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.

8. Student Teaching. Student teaching across all grade levels (K-12) with students with moderate to severe disabilities.

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 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.

Intellectual Disabilities:

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with intellectual disabilities.

Autism/Spectrum Disorders

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with autism/spectrum disorders.

Behavior Disorders:

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with behavior disorders.

Multiple disabilities:

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with multiple disabilities.

Option II

K-12 Special Education

14.1(1) Program requirements.

- a. The applicant must meet the requirement in rules 282—13.1(272) and 282—13.5(272).
- b. The applicant must complete pre-student teaching field-based experiences in special education.
- c. Student teaching. Each applicant for an Iowa license with a special education instructional endorsement must file evidence of completing an approved student teaching program in special education. This experience must be full-time in an approved special education classroom. An approved special education classroom is one which is recognized by the state in terms of the respective state rules for special education. This special education student teaching experience

shall qualify for each special education instructional endorsement sought on an original application for Iowa licensure if at the same grade level.

d. The applicant must meet the requirements to add an endorsement in rule 282—13.29(272). 282—14.2(272) Specific requirements. For the following teaching endorsements in special education, the applicant must have completed 30 semester hours in special education.

14.1(2) Adding special education instructional endorsements to Iowa licenses.

a. After the issuance of a practitioner license, an individual may add other special education instructional endorsements to that license upon proper application provided current requirements for the specific endorsement(s) have been met.

b. If an applicant is seeking to add a special education instructional endorsement at the same level, elementary or secondary, as other endorsements held, the student teaching component set out in the rules for added endorsement areas is not required.

c. An updated license with expiration date unchanged from the original or renewed license will be prepared. Licensure procedures and requirements are set out in 282—Chapter 13.

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. 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. 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 reflected in the Iowa Core essential elements for individuals with moderate to significant cognitive 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.

6. 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.
7. 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.
8. Student teaching across all grade levels (K-12) with students with disabilities.

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 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.

Intellectual Disabilities:

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with intellectual disabilities.

Autism/Spectrum Disorders

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with autism/spectrum disorders.

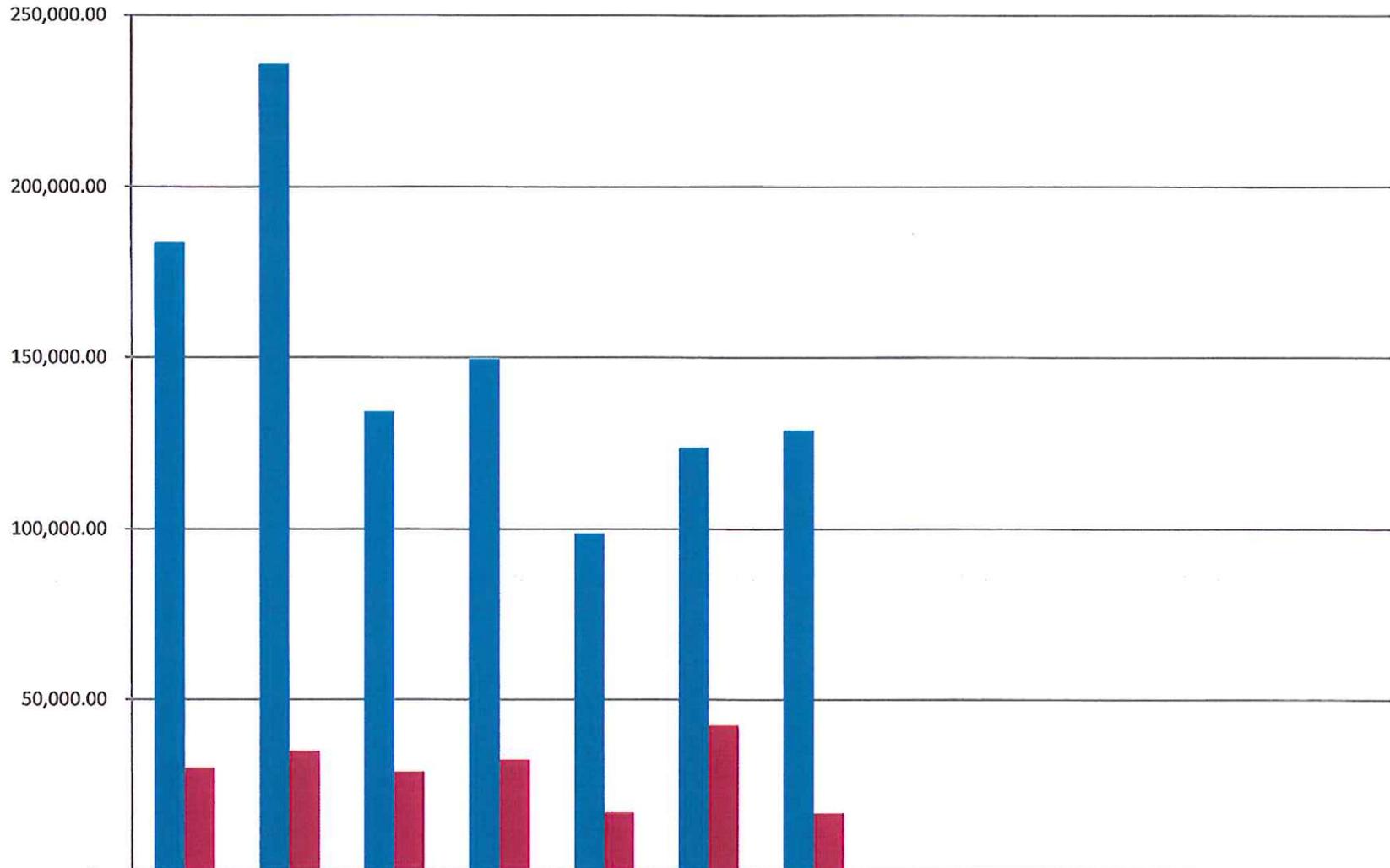
Behavior Disorders:

Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with behavior disorders.

Multiple disabilities:

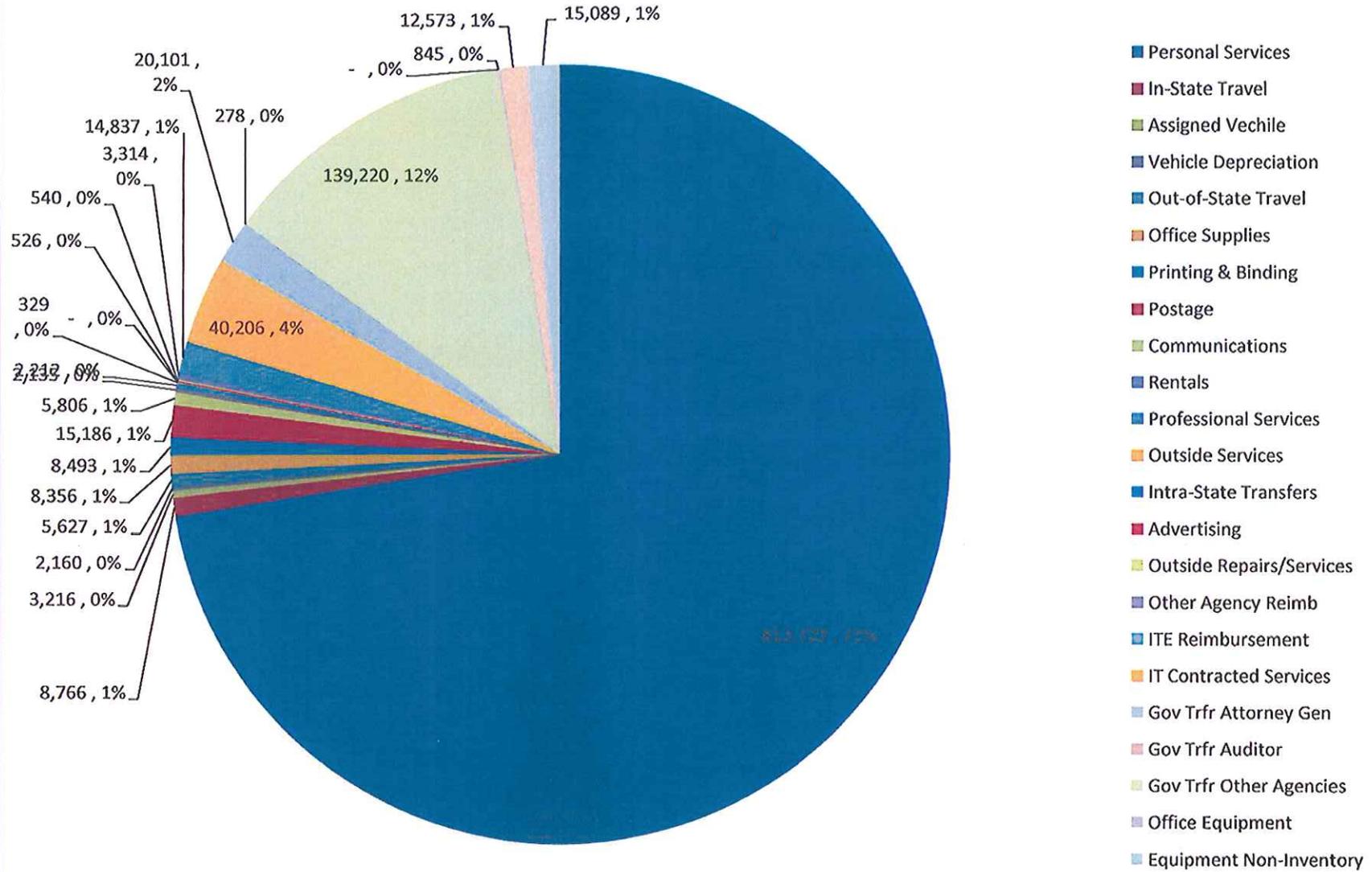
Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, transition of K-12 Students with multiple disabilities.

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.					
DCI Check Fee	30,056.0	35,009.0	28,847.0	32,344.0	16,952.0	42,393.0	16,783.0					

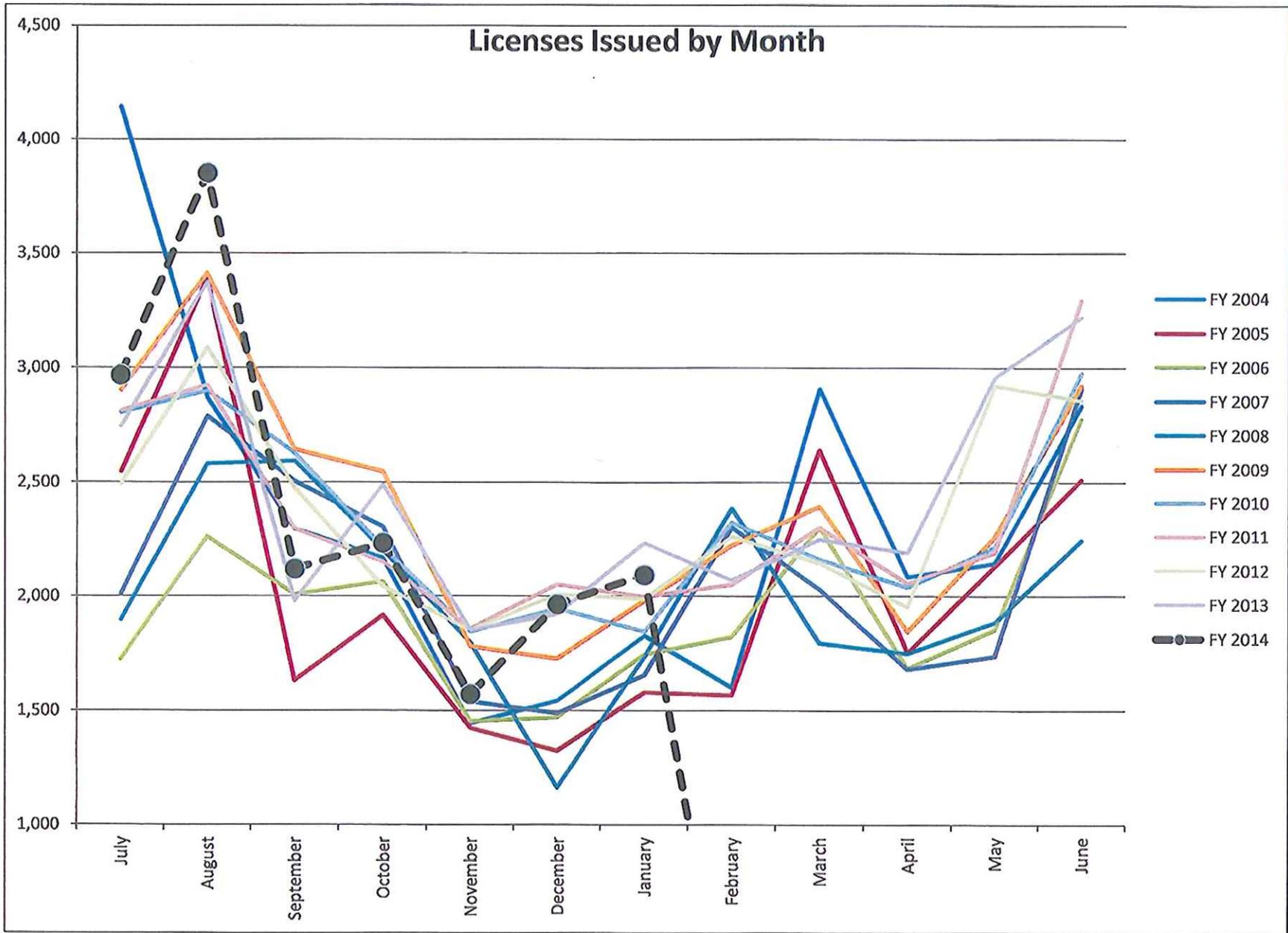
Expenditures July 2013-June 2014



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	-	-	-	-	-



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	1,058,232.35	-	-	-	-	-	-	-	-	-	-	-	-	1,158,232
	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								1,053,535
704	DCI Check Fee	30,058.00	35,009.00	28,847.00	32,344.00	16,952.00	42,393.00	16,783.00								202,384
	BoEE Total Receipts	313,636.50	1,326,993.35	163,034.75	181,704.75	115,465.25	168,010.25	145,306.25								2,412,151
401	Licensure Fees (GenFund)	60,611.50	77,714.00	44,378.25	49,123.25	32,530.75	40,983.75	42,012.75								347,352
Expenditures																
101	Personal Services	68,492.36	109,738.61	128,868.44	177,243.52	99,304.41	116,383.80	115,695.60								813,727
202	In-State Travel	54.12	13.13	1,528.23	2,141.83	3,468.83	344.76	1,215.49								8,766
203	Assigned Vehicle	-	287.51	523.09	1,022.91	534.61	472.80	375.27								3,216
204	Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00								2,160
205	Out-of-State Travel	-	-	-	3,341.00	1,900.72	385.61	-								5,627
301	Office Supplies	5,573.85	291.14	370.12	150.85	1,490.35	385.10	94.79								8,356
309	Printing & Binding	-	256.20	5,544.59	415.00	1,633.00	624.00	20.11								8,493
313	Postage	-	3,000.53	3,671.38	2,639.90	2,179.57	1,791.90	1,902.83								15,188
401	Communications	73.85	704.78	930.89	656.09	691.85	652.92	2,095.16								5,803
402	Rentals	615.00	283.02	891.70	70.00	274.86	-	-								2,135
405	Professional Services	-	-	200.00	350.00	564.61	600.00	497.43								2,212
406	Outside Services	48.60	28.44	78.16	20.60	44.96	52.45	55.47								329
407	Intra-State Transfers	-	-	-	-	-	-	-								-
408	Advertising	-	-	58.84	52.43	-	-	418.85								526
409	Outside Repairs/Services	1.00	181.75	-	191.84	-	-	165.57								540
414	Other Agency Reimb	-	298.32	1,079.82	300.32	300.32	1,034.82	300.32								3,314
416	ITE Reimbursement	54.60	1,589.72	2,241.08	2,765.79	3,948.44	2,183.41	2,053.61								14,837
418	IT Contracted Services	-	-	40,205.60	-	-	-	-								40,206
432	Gov Trfr Attorney Gen	-	-	6,666.66	3,349.16	3,376.91	3,369.13	3,339.51								20,101
433	Gov Trfr Auditor	-	-	-	-	-	75.28	203.12								278
434	Gov Trfr Other Agencies	-	-	54,212.00	22,695.00	26,226.00	13,294.00	22,793.22								139,220
502	Office Equipment	-	-	-	-	-	-	-								-
503	Equipment Non-Inventory	-	844.80	-	-	-	-	-								845
510	IT Equipment & Software	11,305.00	-	339.31	522.45	-	-	406.00								12,573
602	SW/CAP/Other Expense	-	-	759.86	12,705.15	445.92	577.47	600.92								15,089
	Total Expenditures	86,218.38	117,877.95	246,527.79	230,693.64	146,745.36	142,587.45	152,591.27								1,123,542
	Excess (Deficiency) of															
	Revenue over Expenditures	127,418.12	152,883.05	(83,493.04)	(49,288.69)	(31,280.11)	23,422.80	(7,285.02)								132,377
	Beginning Cash Balance	100,000.00	227,418.12	1,438,533.52	1,353,040.48	1,303,751.59	1,272,471.48	1,295,894.28	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	-	-
	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	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	1,288,609.26	-	1,288,609

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	-	-	-	-	-	-	-	#####
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	-	-	-	-	-	-	-	202,384.00
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	-	-	-	-	-	-	-	347,352.25
		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>	-	-	-	-	-	-	-	#####
0914	401	Refunds	50.00	375.00	968.00	1,510.00	688.00	740.00	993.00								5,324.00

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	3,352	2,119	2,232	1,571	1,964	2,092	0	0	0	0	0	16,798
Running Total	2,968	6,820	8,939	11,171	12,742	14,706	16,798	16,798	16,798	16,798	16,798	16,798	
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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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
Running Total	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	\$ 1,053,535	\$ 1,739,848		
704 Other	\$ 202,384	\$ 360,000		
Total Resources:	\$ 1,355,919	\$ 2,099,848	\$ 843,929	59.81%
<i>(Total Revenue)</i>	<u><u>\$ 1,255,919</u></u>			
Expenditures:				
101 Personal Services	\$ 813,727	\$ 1,500,444	\$ 686,717	54.23%
202 In-State Travel	\$ 8,766	\$ 25,000	\$ 16,234	35.07%
203 Assigned Vehicle	\$ 3,216	\$ 4,000	\$ 784	80.40%
204 Vehicle Depreciation	\$ 2,160	\$ 3,000	\$ 840	72.00%
205 Out-of-State Travel	\$ 5,627	\$ 20,000	\$ 14,373	28.14%
301 Office supplies	\$ 8,356	\$ 10,000	\$ 1,644	83.56%
309 Printing & Binding	\$ 8,493	\$ 15,000	\$ 6,507	56.62%
313 Postage	\$ 15,186	\$ 40,000	\$ 24,814	37.97%
401 ICN/Communications	\$ 5,806	\$ 15,000	\$ 9,194	38.70%
402 Rentals	\$ 2,135	\$ 3,500	\$ 1,365	60.99%
405 Professional Services	\$ 2,212	\$ 26,600	\$ 24,388	8.32%
406 Outside Services	\$ 329	\$ 5,000	\$ 4,671	6.57%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 526	\$ 3,000	\$ 2,474	17.54%
409 Outside Repairs/Ser	\$ 540	\$ 5,000	\$ 4,460	10.80%
414 Other Agency Reimb	\$ 3,314	\$ 15,000	\$ 11,686	22.09%
416 ITD Reimbursement	\$ 14,837	\$ 20,000	\$ 5,163	74.18%
418 IT Contracted services	\$ 40,206	\$ 350,000	\$ 309,794	11.49%
432 Gov Transfer AG	\$ 20,101	\$ 40,000	\$ 19,899	50.25%
433 Gov Transfer Auditor	\$ 278	\$ 10,000	\$ 9,722	2.78%
434 Gov Trans Other Agency	\$ 139,220	\$ 360,000	\$ 220,780	38.67%
502 Equipment Inventory	\$ -	\$ 2,500	\$ 2,500	0.00%
503 Equipment Non-Inven	\$ 845	\$ 3,000	\$ 2,155	28.16%
510 IT Equipment	\$ 12,573	\$ 60,000	\$ 47,427	20.95%
602 SWICAP	\$ 15,089	\$ 30,000	\$ 14,911	50.30%
705 Refunds	\$ 5,324	\$ 5,000	\$ (324)	106.48%
Carryover		\$ -		
Expenditure Subtotal	\$ 1,128,866	\$ 2,571,044	\$ 1,442,178	43.91%
<i>Revenue Less Expenditures</i>	<u><u>\$ 127,053</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						163
Late Fees - online	40	39	12	13	5	7	13						129
Master Ed - Online	162	155	81	87	90	71	155						801
Prof Adm - Online	19	15	13	19	10	15	21						112
Prof Service License	0	10	5	7	4	5	10						41
Standard Lic - Online	312	325	169	181	165	146	267						1,565
Background	321	408	396	431	211	602	188						2,557
Background in Office	132	138	44	57	43	50	70						534
Initial Teacher lic	149	238	305	359	127	609	160						1,947
Extended initial	18	22	12	22	15	26	33						148
Standard License	282	410	177	195	127	124	192						1,507
Master Ed	223	293	169	166	144	132	165						1,292
Professional Adm	117	79	102	86	63	65	90						602
Coach Authorization	280	442	216	246	265	139	212						1,800
Substitute License	168	236	131	149	99	91	124						998
Substitute Auth	61	91	69	90	58	88	75						532
Endorsement	169	322	115	99	51	87	143						986
Duplicate Lic	24	36	17	18	7	10	8						118
Tx Evaluation	194	221	80	74	48	60	73						750
Late Payment	108	210	139	336	129	98	72						1,092
Out-of-state T or A	149	171	81	64	39	61	90						655
Out-of-country	1	1	9	0	0	1	1						13
BTW Driving Instr	11	6	5	4	20	21	12						79
Class A	140	105	100	103	93	112	130						783
Class B	199	323	90	132	34	25	21						824
Class E	38	48	23	18	11	11	13						162
Class G	4	2	0	1	1	2	1						11
Coach Auth Extend	11	18	6	7	8	2	4						56
Evaluator (New)	4	4	0	2	0	0	1						11
Initial Admn Lic	3	20	6	1	1	0	1						32
Extended initial Adm	0	0	0	0	0	0	0						0
Career & Tech	3	5	6	0	1	0	2						17
Paraeducator	117	138	69	45	45	19	50						483
Para Add Con	19	7	9	3	7	2	1						48
Orientation & Mobility	1	0	0	0	0	0	0						1
SPR	29	32	21	25	11	9	6						133
Teacher Intern Lic	5	3	0	2	0	0	0						10
Initial Prof Service	15	9	4	0	0	0	5						33
Professional Service	13	10	10	6	7	11	7						64
PSL - Class A	3	6	0	0	0	0	1						10
PSL - Class B	0	0	0	0	0	0	0						0
IPREP-Portfolio Review	0	0	0	0	1	0	0						1
SBO	2	1	1	2	2	2	0						10
Native Language Authorization	0	0	1	0	0	0	0						1
Over Payment	10	4	3	9	7	0	1						34
Total # Licenses Issued	2,968	3,852	2,119	2,232	1,571	1,964	2,092	-	-	-	-	-	16,799
	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						\$ 2,934
Late Fees - online	\$ 1,700	\$ 2,200	\$ 875	\$ 875	\$ 150	\$ 200	\$ 625						\$ 6,625
Master Ed - Online	\$ 14,256	\$ 13,640	\$ 7,128	\$ 7,656	\$ 7,920	\$ 6,248	\$ 13,640						\$ 70,488
Prof Adm - Online	\$ 1,672	\$ 1,320	\$ 1,144	\$ 1,672	\$ 880	\$ 1,320	\$ 1,848						\$ 9,856
Prof Service License		\$ 880	\$ 440	\$ 616	\$ 352	\$ 440	\$ 880						\$ 3,608
Standard Lic - Online	\$ 27,456	\$ 28,600	\$ 14,872	\$ 15,928	\$ 14,520	\$ 12,848	\$ 23,496						\$ 137,720
Background	\$ 20,852.00	\$ 26,520.00	\$ 25,727.00	\$ 28,015.00	\$ 13,689	\$ 39,130	\$ 12,207						\$ 166,140
Background in Office	\$ 6,864.00	\$ 7,176.00	\$ 2,288.00	\$ 2,964.00	\$ 2,236	\$ 2,613	\$ 3,640						\$ 27,781
Initial Teacher lic	\$ 12,630.00	\$ 20,235.00	\$ 25,900.00	\$ 30,515.00	\$ 10,770	\$ 51,785	\$ 13,600						\$ 165,415
Extended Initial	\$ 450.00	\$ 550.00	\$ 300.00	\$ 550.00	\$ 375	\$ 650	\$ 825						\$ 3,700
Standard License	\$ 23,935.00	\$ 34,885.00	\$ 15,045.00	\$ 16,575.00	\$ 10,785	\$ 10,540	\$ 16,320						\$ 128,085
Master Ed	\$ 18,955.00	\$ 24,905.00	\$ 14,365.00	\$ 14,110.00	\$ 12,240	\$ 11,220	\$ 14,025						\$ 109,820
Professional Adm	\$ 9,935.00	\$ 6,715.00	\$ 8,670.00	\$ 7,345.00	\$ 5,355	\$ 5,525	\$ 7,650						\$ 51,195
Coach Authorization	\$ 23,800.00	\$ 37,585.00	\$ 18,348.00	\$ 20,890.00	\$ 22,500	\$ 11,815	\$ 18,055						\$ 152,973
Substitute License	\$ 14,280.00	\$ 20,060.00	\$ 11,135.00	\$ 12,665.00	\$ 8,415	\$ 7,735	\$ 10,540						\$ 84,830
Substitute Auth	\$ 5,185.00	\$ 7,735.00	\$ 5,865.00	\$ 7,650.00	\$ 4,930	\$ 7,480	\$ 6,375						\$ 45,220
Endorsement	\$ 8,445.00	\$ 16,110.00	\$ 5,750.00	\$ 4,950.00	\$ 2,550	\$ 4,355	\$ 7,150						\$ 49,310
Duplicate Lic	\$ 360.00	\$ 540.00	\$ 255.00	\$ 240.00	\$ 105	\$ 150	\$ 120						\$ 1,770
Tx Evaluation	\$ 11,640.00	\$ 13,260.00	\$ 4,800.00	\$ 4,430.00	\$ 2,880	\$ 3,600	\$ 4,380						\$ 44,990
Late Payment	\$ 2,710.00	\$ 5,250.00	\$ 3,485.00	\$ 8,405.00	\$ 3,215	\$ 2,455	\$ 1,800						\$ 27,320
Out-of-state T or A	\$ 12,665.00	\$ 14,535.00	\$ 6,885.00	\$ 5,440.00	\$ 3,315	\$ 5,205	\$ 7,650						\$ 55,695
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						\$ 3,160
Class A	\$ 11,900.00	\$ 8,925.00	\$ 8,500.00	\$ 8,755.00	\$ 7,905	\$ 9,520	\$ 11,050						\$ 66,555
Class B	\$ 16,950.00	\$ 27,490.00	\$ 7,680.00	\$ 11,255.00	\$ 2,890	\$ 2,125	\$ 1,820						\$ 70,210
Class E	\$ 5,715.00	\$ 7,164.00	\$ 3,490.00	\$ 2,746.00	\$ 1,715	\$ 1,695	\$ 1,930						\$ 24,455
Class G	\$ 340.00	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ 170	\$ 85						\$ 935
Coach Auth Extend	\$ 440.00	\$ 720.00	\$ 240.00	\$ 280.00	\$ 320	\$ 90	\$ 150						\$ 2,240
Evaluator (New)	\$ 315.00	\$ 340.00	\$ -	\$ 170.00	\$ -	\$ -	\$ 85						\$ 810
Initial Admn Lic	\$ 290.00	\$ 1,735.00	\$ 510.00	\$ 85.00	\$ 85	\$ -	\$ 85						\$ 2,790
Extended Initial Adm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ -
Career & Tech	\$ 255.00	\$ 425.00	\$ 510.00	\$ -	\$ 85	\$ -	\$ 170						\$ 1,445
Paraeducator	\$ 4,680.00	\$ 5,520.00	\$ 2,760.00	\$ 1,800.00	\$ 1,800	\$ 760	\$ 2,000						\$ 19,320
Para Add Con	\$ 475.00	\$ 175.00	\$ 225.00	\$ 75.00	\$ 175	\$ 50	\$ 25						\$ 1,200
Orientation & Mobility	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ 85
SPR	\$ 2,465.00	\$ 2,720.00	\$ 1,785.00	\$ 2,125.00	\$ 935	\$ 765	\$ 510						\$ 11,305
Teacher Intern Lic	\$ 625.00	\$ 370.00	\$ -	\$ 250.00	\$ -	\$ -	\$ -						\$ 1,245
Initial Prof Service	\$ 1,275.00	\$ 765.00	\$ 340.00	\$ -	\$ -	\$ -	\$ 425						\$ 2,805
Professional Service	\$ 1,105.00	\$ 850.00	\$ 850.00	\$ 510.00	\$ 595	\$ 935	\$ 595						\$ 5,440
PSL- Class A	\$ 255.00	\$ 510.00	\$ -	\$ -	\$ -	\$ -	\$ 85						\$ 850
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ -
IPREP-Portfolio Review	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -						\$ 500
SBO	\$ 170.00	\$ 85.00	\$ 85.00	\$ 170.00	\$ 170	\$ 170	\$ -						\$ 850
Native Language Authorization	\$ -	\$ -	\$ 85.00	\$ -	\$ -	\$ -	\$ -						\$ 85
Over Payment	\$ 154.00	\$ 93.00	\$ 73.00	\$ 410.00	\$ 373.00	\$ -	\$ 13.00						\$ 1,116.00
Grand Total	\$ 266,223	\$ 341,927	\$ 201,699	\$ 220,745	\$ 145,921	\$ 202,823	\$ 184,743	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,564,081
Background Total	\$ 27,716	\$ 33,696	\$ 28,015	\$ 30,979	\$ 15,925	\$ 41,743	\$ 15,847	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 193,921
BoEE Revenue	\$ 178,880	\$ 231,173	\$ 130,263	\$ 142,325	\$ 97,497	\$ 120,810	\$ 126,672	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,027,620
General Fund Total	\$ 59,627	\$ 77,058	\$ 43,421	\$ 47,442	\$ 32,499	\$ 40,270	\$ 42,224	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 342,540
BoEE+GenFund	\$ 238,507	\$ 308,231	\$ 173,684	\$ 189,766	\$ 129,996	\$ 161,080	\$ 168,896	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,370,160

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

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	1,255,919	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	1,123,542	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)	132,377	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	1,288,609	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	11%	10%	13%	33%	49%	-53%	33%	302%	3545%		

Date: February 14, 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: Olabisi Gwamna

License: Folder # 1012240

Gwamna applied for a substitute authorization. The application was denied on approximately December 5, 2013, because verification of a bachelor's degree from a regionally accredited institution was not included.

Reason for Waiver: The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Gwamna received a bachelor's degree from a college in Nigeria 35 years ago. She states in her petition that she is unable to obtain a record of this degree. The record may have been destroyed.

Rule Citation:

282—22.2 (272) Substitute authorization. A substitute authorization allows an individual to substitute in a middle school, junior high school, or high school for no more than five consecutive days in one job assignment. An individual who holds a paraeducator certificate 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.

....

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

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

Staff recommendation: Grant the waiver

Rationale: Gwamna has provided a transcript showing that she received a doctorate in philosophy from Ohio University, as well as documentation to support her claim that it would be impossible to obtain a record of her bachelor's degree in Nigeria.

Hardship: If the waiver is denied, Gwamna will not be able to obtain the substitute authorization and take advantage of employment opportunities. The Board must decide whether this hardship is undue, based on the circumstances presented in her petition.

Prejudice to Others: Based on the limited authority conferred by the substitute authorization, the board has granted waivers in the following cases where the petitioner did not hold a bachelor's degree from a regionally accredited institution:

- 10-28: waiver for substitute authorization granted; petitioner attended Nebraska Christian College, accredited by Association of Biblical Higher Education.

- 11-01: waiver for substitute authorization granted; petitioner attended Zion Bible College, accredited by Association of Biblical Higher Education.
- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.
- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

Safety and welfare of others: The Board must determine whether granting the waiver would afford equal protection to public health, safety, and welfare. Gwamna states in her petition that she would be a capable substitute teacher and she has experience working with high school and college students.

Date: February 14, 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: Tom Ridder

License: Folder number: 1011052. Ridder currently holds an Administrator Exchange License with endorsements for PK-12 Principal/PK-12 Special Education Supervisor and PK-12 Superintendent and AEA Administrator. It will expire on December 31, 2014.

Reason for Waiver: Ridder asks the Board to waive the graded practicum required to cure his deficiencies on his exchange license and obtain an administrator license.

Rule Citation:

18.10(272) Superintendent/AEA Administrator.

18.10(2) Program requirements

(c) Practicum in PK-12 school administration.

Staff recommendation: Deny the waiver

Hardship: Ridder states that enrolling in a graded practicum would cause hardship because of both the expense and the time away from his family and work. He would like to focus on the other classes he is required to take in order to improve his abilities as an administrator. Typically, time and expense to complete requirements have not been viewed as undue hardships.

Prejudice to Others:

The waiver requests Ridder cites in his petition do not directly address the practicum requirement.

- In PFW 12-01, the board waived the requirement of a special education course for the superintendent endorsement. The petitioner had fifteen years of experience out of state as a superintendent, and one year of experience, also out of state, as a director of special education.
- In PFW 08-30, the board waived the requirement for a valid out-of-state administrative license in order to obtain an Iowa administrator license. The petitioner faced difficulties in obtaining the out-of-state license because of rule changes there.
- In PFW 07-04, the board granted a waiver of the requirement of three years of administrative experience for the superintendent endorsement. The petitioner had served for two years as a principal and wanted to assume a combined superintendent/principal position in his current district. The board granted similar waivers of the experience requirement in PFW 05-03 and PFW 08-31.

Safety and welfare of others: Ridder states in his petition that he does not believe granting the waiver would compromise public health, safety, or welfare. He states that if he did not have to complete the graded practicum he could focus more on enhancing student learning, and he is already practicing as a superintendent, which provides the experience required by the practicum.