

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, March 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, March 14, 2014

(amended 03.10.14)

- 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 February 14, 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 February 14, 2014
- Communication from the Public**
- 11:00 a.m. Stakeholder Presentation**
Dr. Ryan Wise or Dr. Peter Ansingh, Iowa Teacher Leadership and Compensation presentation.
- Rules [Iowa Administrative Code – Chapter 282 (272)]**
- a. Adopt**
1. None
- b. ARRC Review Pending**
1. IAC 282—Amend 25.3(1)e —Student Abuse (Session Delay) **Tab C**
2. IAC 282 Chapter 11.4 — Complaint – Who may initiate **Tab D**
3. IAC 282 Chapter 13.17 (1) & 13.3(6) — Out-of-state applicant licensure requirements **Tab E**
4. IAC 282 Chapter 22.6 — School administration manager authorization. **Tab F**
5. Amend IAC 282 Chapter 11.6 — Ruling on the initial inquiry (regarding probable cause) **Tab G**

c. Notice

1. None

d. Items for Discussion

1. IAC 282 Chapter 22.2 — Substitute authorization **Tab H**
2. Amend IAC 282 Chapter 14 — Special education endorsement requirements **Tab I**
3. IAC 282 Chapter 22 – Activities administration authorization **Tab P***

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

Board Communications

- a. Board Member Reports
- b. Executive Director's Report
 1. Financial update **Tab J**
 2. TeachIowa.gov update
 3. Board Operating Guidelines
 4. New Board Appointees

Waivers

1. PFW 14-04 Troy Emley **Tab K**

Reports/Approvals

1. Legislative Update/Priorities – Phil Wise
2. Licensure Renewal Annual Report – Dr. Mary Lou Nosco **Tab L**
3. Board Orientation/Retreat/Meeting in June (19-20)
4. Board Operating Guidelines **Tab M**
5. Board Retreat Agenda Items **Tab N**
6. Future Board Meeting Dates **Tab O**

2:00 p.m. Adjournment

Next Meeting – Friday, April 11, 2014

1 Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes;
2 Stevens – yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

3

4 Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, that in **case**
5 **number 13-128**, the Board find that the evidence gathered in the investigation,
6 including witness statements and the documentary evidence, does not create a
7 reasonable ground for belief in the existence of facts warranting a hearing, and that
8 the Board therefore lacks probable cause to proceed with this matter. **MOTION**
9 **CARRIED UNANIMOUSLY.**

10

11 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
12 **number 13-135**, the Board find that the evidence gathered in the investigation,
13 including witness statements and the documentary evidence, does not create a
14 reasonable ground for belief in the existence of facts warranting a hearing, and that
15 the Board therefore lacks probable cause to proceed with this matter. Roll call vote:
16 Buck – yes; Duehr – recused; Garcia-Van Auken – yes; Hill – yes; Lebo – yes;
17 Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; Wortmann
18 - yes. **MOTION CARRIED.**

19

20 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
21 **number 13-136**, 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. Roll call vote:
25 Buck – yes; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer –
26 yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; Wortmann - recused.
27 **MOTION CARRIED.**

28

29 Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, that in **case**
30 **number 13-137**, the Board find that the evidence gathered in the investigation,
31 including witness statements and the documentary evidence, does not create a
32 reasonable ground for belief in the existence of facts warranting a hearing, and that
33 the Board therefore lacks probable cause to proceed with this matter. Roll call vote:

1 Buck – yes; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer –
2 yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; Wortmann - recused.

3 **MOTION CARRIED.**

4

5 Tammy Duehr moved, with a second by Anne Sullivan, that in **case number 13-138**,
6 the Board find probable cause to establish a violation of the following provisions of the
7 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(6)(c) and (d), and
8 order this case set for hearing. Roll call vote: Buck – absent; Duehr – yes; Garcia-Van
9 Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes;
10 Stevens – yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

11

12 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
13 **number 13-143**, the Board find probable cause to establish a violation of the
14 following provisions of the Code of Professional Conduct and Ethics, 282 IAC –
15 Chapter 25.3(1)(c) and 25.3(1)(e)(4), and order this case set for hearing. Roll
16 call vote: Buck – absent; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo
17 – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan –
18 yes; Wortmann - yes. **MOTION CARRIED.**

19

20 Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, that in **case**
21 **number 13-144**, 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
24 that the Board therefore lacks probable cause to proceed with this matter. Roll
25 call vote: Buck – absent; Duehr – yes; Garcia-Van Auken – yes; Hill – no; Lebo –
26 yes; Overholtzer – no; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes;
27 Wortmann - yes. **MOTION CARRIED.**

28

29 Anne Sullivan moved, with a second by Brenda Garcia-Van Auken, that in **case**
30 **number 13-41**, the Board find probable cause to establish a violation of the
31 following provisions of the Code of Professional Conduct and Ethics, 282 IAC –
32 Chapter 25.3(1)(e)(3) and (4), and order this case set for hearing. Roll call vote:
33 Buck – absent; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes;

1 Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes;
2 Wortmann - yes. **MOTION CARRIED.**

3

4 Anne Sullivan moved, with a second by Tammy Duehr, that in **case number**
5 **13-110**, the Board find that the evidence gathered in the investigation,
6 including witness statements and the documentary evidence, does not create a
7 reasonable ground for belief in the existence of facts warranting a hearing, and
8 that the Board therefore lacks probable cause to proceed with this matter. Roll
9 call vote: Buck – absent; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo
10 – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan –
11 yes; Wortmann - yes. **MOTION CARRIED.**

12

13 Tammy Duehr moved, with a second by Anne Sullivan, that in **case number**
14 **13-132**, the Board find that the evidence gathered in the investigation,
15 including witness statements and the documentary evidence, does not create a
16 reasonable ground for belief in the existence of facts warranting a hearing, and
17 that the Board therefore lacks probable cause to proceed with this matter. Roll
18 call vote: Buck – absent; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo
19 – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan –
20 yes; Wortmann - yes. **MOTION CARRIED.** (Duane Magee, left the room during
21 the discussion of this case in closed session.)

22

23 Anne Sullivan moved, with a second by Tammy Duehr, that in **case number 13-134**,
24 the Board find that the evidence gathered in the investigation, including witness
25 statements and the documentary evidence, does not create a reasonable ground for
26 belief in the existence of facts warranting a hearing, and that the Board therefore lacks
27 probable cause to proceed with this matter. Roll call vote: Buck – absent; Duehr – yes;
28 Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott
29 – yes; Stevens – recused; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**
30 (Duane Magee, left the room during the discussion of this case in closed session.)

31

32 Tammy Duehr moved, with a second by Anne Sullivan, that in **case number 14-01**,
33 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(1)(a), 25.3(1)(b)(2),
2 and 25.3(6)(c), and order this case set for hearing. **MOTION CARRIED**
3 **UNANIMOUSLY.**

4
5 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
6 **number 13-108**, the Board accept the stipulation and settlement submitted by the
7 parties, and issue an Order incorporating the agreement of the parties and imposing
8 the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the
9 room during the discussion of this case in closed session.)

10
11 Case Nos. 13-96 and 13-104 were discussed in open session.

12 Anne Lebo moved, with a second by Tammy Duehr, to extend the 180-day deadline for
13 issuance of the final decision in **case number 13-96**, based upon the need to review
14 the proposed decision. Roll call vote: Buck – yes; Duehr – yes; Garcia-Van Auken –
15 yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – recused; Prescott – yes; Stevens –
16 yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

17
18 Anne Lebo moved, with a second by Brenda Garcia-Van Auken, to extend the 180-day
19 deadline for issuance of the final decision in **case number 13-104**, based upon the
20 need to review the proposed decision. **MOTION CARRIED UNANIMOUSLY.**

21
22 Brenda Garcia-Van Auken moved, with a second by Ann Lebo, to accept the closed
23 session minutes for January 16, 2014. Roll call vote: Buck – yes; Duehr – yes; Garcia-
24 Van Auken – yes; Hill – abstain; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott –
25 yes; Stevens – yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

26
27 Communication from the Public:

28 None.

1 Rules:

2 Adopt:

3 Larry Hill moved, with a second by Richard Wortmann, to adopt the proposed change
4 to chapter 13.9(3) — Teacher intern license requirements. **MOTION CARRIED**
5 **UNANIMOUSLY.**

6

7 Notice:

8 Larry Hill moved, with a second by Mary K. Overholtzer, to file under notice of
9 intended action, the proposed change to chapter 22.6 — School administration
10 manager authorization. Roll call vote: Buck – yes; Duehr – yes; Garcia-Van Auken –
11 yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – absent; Stevens –
12 yes; Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

13

14 Anne Sullivan moved, with a second by Ann Lebo, to file under notice of intended
15 action, the proposed change to chapter 11.6 — Ruling on the initial inquiry (regarding
16 probable cause). Roll call vote: Buck – yes; Duehr – yes; Garcia-Van Auken – yes; Hill –
17 yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – absent; Stevens – yes;
18 Sullivan – yes; Wortmann - yes. **MOTION CARRIED.**

19

20 Items for Discussion:

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

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 Stakeholder Presentation:

28 There was a presentation by Tammy Wawro, President, and Cindy Swanson, Teaching
29 and Learning Specialist, of the Iowa State Education Association (ISEA). They updated
30 the Board on current projects and efforts of ISEA.

31

32

33

1 Board Member Reports:

2 Larry Hill announced that he has a new grandson since the January meeting. The
3 Board congratulated Dr. Hill on the newest member of his family.

4
5 Laura Stevens was absent from the January meeting due to a medical issue regarding
6 her eyes. The Board welcomed her back and was glad that she is doing well.

7
8 Executive Director's Report

9 Executive Director Magee reviewed the financial report.

10
11 Executive Director Magee updated the Board regarding TeachIowa.gov. We are
12 continuing to expand the system. Executive Director Magee and Marietta Rives, a
13 Department of Education (DE) consultant, provided training in several Area Education
14 Agencies (AEAs). They conducted trainings to “train the trainer.” Executive Director
15 Magee also announced to the Board that there will be a major ad push in newspapers
16 around the state; a large color poster will be sent to colleges, universities and AEAs;
17 Teach Iowa brochures will continue to be distributed when attending various meetings
18 around the state. Teach Iowa is going very well and continues to grow.

19
20 Board Operating Guidelines: The Board Operating Guidelines were emailed out to the
21 committee - Larry Hill, Jay Prescott and Mark K. Overholtzer. They will review and
22 provide their recommendations for modifications and return to Executive Director
23 Magee. The recommendations will be brought before the Board at the March meeting.

24
25 Executive Director Magee is working with the governor's office regarding board
26 appointees for our two upcoming vacancies.

27
28 Petitions for Waiver:

29 Larry Hill moved, with a second by Ann Lebo, that in **PFW 14-02 Olabisi Titilope**
30 **Gwamna**, the Board grant the Petition for Waiver. Reasons for granting:

31 Ms. Gwamna attended college in Nigeria approximately 35 years ago. She provided
32 documentation showing that she is unable to obtain verification of a bachelor's degree
33 from her institution in Nigeria, and that the record may have been inadvertently

1 destroyed. Ms. Gwamna earned a doctorate in philosophy from Ohio University. She
2 provided a transcript for this degree with her petition for waiver. The Board finds that
3 enforcement of the rule would create an undue hardship under these circumstances
4 because Ms. Gwamna is unable to obtain verification of her bachelor's degree obtained
5 in Nigeria. She has provided verification of a doctorate from Ohio University.
6 The Board has previously granted waivers of the requirement for a bachelor's degree
7 from a regionally accredited institution in the previous cases regarding a substitute
8 authorization. The Board finds that Ms. Gwamna has provided clear and convincing
9 evidence that granting the waiver would not prejudice the substantial legal rights of
10 any other individuals. The rule from which Ms. Gwamna seeks a waiver is not
11 specifically mandated by statute or any other provision of law, and, accordingly, may
12 be waived by the Board. The Board finds Ms. Gwamna has provided clear and
13 convincing evidence that granting the waiver would not compromise public health,
14 safety, and welfare. Roll call vote: Buck – yes; Duehr – yes; Garcia-Van Auken – yes;
15 Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – absent; Stevens – yes;
16 Sullivan – absent; Wortmann - yes. **MOTION CARRIED.**

17

18 Andy Pattee moved, with a second by Larry Hill, that in **PFW 14-03 Thomas Ridder**,
19 the Board deny the Petition for Waiver. Reasons for denying: Mr. Ridder currently
20 holds an Administrator Exchange License with endorsements for PK-12 Principal/PK-
21 12 Special Education Supervisor and PK-12 Superintendent and AEA Administrator.
22 It will expire on December 31, 2014. Mr. Ridder is currently serving as the
23 superintendent of the Logan-Magnolia Community School District. He is working on
24 coursework to address deficiencies identified by Board staff and convert his
25 Administrator Exchange License. The petition states that enforcement of the graded
26 practicum requirement would cause undue hardship in both the expense and the time
27 away from Mr. Ridder's work and family. The Board finds that, under these
28 circumstances, the expense and any additional time required do not create an undue
29 hardship. The past waiver requests Mr. Ridder cites in his petition do not directly
30 address the practicum requirement. The rule from which Mr. Ridder seeks a waiver is
31 not specifically mandated by statute or any other provision of law, and, accordingly,
32 may be waived by the Board. The Board finds the graded practicum, which Mr. Ridder
33 could likely complete in conjunction with his current role as a superintendent,

1 provides a valuable opportunity to reflect on administrative experience, and therefore
2 waiving this licensure requirement could potentially impact public welfare. Roll call
3 vote: Buck – yes; Duehr – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes;
4 Overholtzer – yes; Pattee – yes; Prescott – absent; Stevens – yes; Sullivan – absent;
5 Wortmann - yes. **MOTION CARRIED.**

6

7 Reports/Approvals

8 Phil Wise and Darcy Lane provided the Board with a legislative update.

9

10 There being no further business, Brenda Garcia-Van Auken moved, with a second by
11 Andy Pattee, to adjourn the meeting. Meeting adjourned at 1:45 p.m.

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

ARRC PENDING MEMO

Date: March 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: March 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 was 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]

From: Hickman, Christy [IA] [Christy.Hickman@isea.org]
Sent: Tuesday, March 11, 2014 2:45 PM
To: Cunningham, Kim [BOEE]
Cc: Hickman, Christy [IA]
Subject: Public Comment on ARC 1344C

To the Board of Educational Examiners:

I am writing with concern regarding the proposed amendment of 282-Iowa Administrative Code 11.4(1) *Who may initiate*. Currently, Board rule 11.4(1)(a) allows “[l]icensed practitioners employed by a school district or their educational entity or their recognized local or state professional organization” to file a complaint when all other jurisdictional requirements are met. The Board’s proposal would eliminate the language, “employed by a school district or their educational entity or their recognized local or state professional organization.” It is my understanding from the Board’s discussion that the proposal was prompted from staff confusion around the meaning and application of this language and not disagreement with or concern about who may currently file a complaint.

Under the current rule, school districts, AEAs, local associations and state associations may file a complaint. What appears to be an unintended consequence of the Board’s proposal would be the elimination of local associations, state organizations such as ISEA, PEI, SAI, and IASB, school districts and AEAs from the list of those entities that may file a complaint. There are very important instances where it would be important to preserve the right of these entities to file a complaint on behalf of their administration or members. For instance, if a superintendent was accused of unethical conduct, who would file a complaint from the local district? Certainly, we would want to preserve the board’s right to do so. Also, who would file a complaint against an administrator engaging in sexual harassment against staff members? An individual may do so, but the local or state association would be better able to file a collective complaint where multiple members have been impacted by the same or similar unethical conduct by the licensee. This type of collective filing provides some protection for individual victims. In cases where an allegation might be a district’s violation of federal, state or local law, the association would be better equipped to file a complaint than any individual member.

On behalf of the Iowa State Education Association, I respectfully request the Board to maintain the current language and preserve the right of entities and organizations to file a complaint. Thank you for your consideration.

Sincerely,
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

This electronic transmission and any documents attached to the transmission may contain confidential and legally privileged information that is intended only for the individual or entity named in the e-mail address. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or reliance upon the contents of this electronic message is strictly prohibited. If you have received this electronic transmission in error, please reply to the sender, so that proper delivery can be arranged, and please delete the message from your mail box.

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 11, “Complaints, Investigations, Contested Case Hearings,” Iowa Administrative Code.

The Board seeks to clarify language regarding who is eligible to file an ethics complaint before the Board. The proposed amendment would remove confusing language and allow any licensed practitioner to file an ethics complaint, regardless of employment status.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, March 14, 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, March 12, 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 272.2(4).

The following amendment is proposed.

Amend paragraph 11.4(1)“a” as follows:

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

ARRC PENDING MEMO

Date: March 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 were published in the February 19, 2014 edition of the Iowa Administrative Bulletin as ARC 1343C. A public hearing is scheduled for March 12, 2014. The staff has not received any written comments to date.

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.

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.

The Board recently adopted an amendment to allow out-of-state applicants to provide an expired teaching license as part of their applications. Since adoption of that amendment, the Board has determined that other rules require similar changes. These proposed amendments provide the necessary consistency.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, March 14, 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, March 12, 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 amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

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

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

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

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend subrule 13.3(6) as follows:

13.3(6) *Requirements for applicants whose preparation was completed through out-of-state teacher preparation programs and who have attained National Board Certification.* An applicant who holds a valid license from another state and who has attained National Board Certification must:

- a. No change.
- b. Provide a valid or expired out-of-state teaching license based on a state-approved teacher preparation program.
- c. to g. No change.

ITEM 2. Amend subrule 13.17(1) as follows:

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

a. For an applicant applying under 13.3(2), a one-year nonrenewable exchange license may be issued to the applicant under the following conditions:

- (1) and (2) No change.

(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;

1. and 2. No change.

(4) to (7) No change.

b. No change.

ARRC PENDING MEMO

Date: March 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22 - SAMs

The proposed amendment adds 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.

The proposed amendment will be published in the March 19, 2014 edition of the Iowa Administrative Bulletin. A public hearing is set for April 9, 2014.

282—22.6(272) School administration manager authorization.

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. ~~b.~~ 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.

ARRC PENDING MEMO

Date: March 14, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 11 – Ruling on the initial inquiry

The proposed amendments 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 amendments also set forth factors for the Board to consider in determining whether to set a case for hearing.

The proposed amendment will be published in the March 19, 2014 edition of the Iowa Administrative Bulletin. A public hearing is set for April 9, 2014.

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: March 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: March 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.

DISCUSSION MEMO

Date: March 14, 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 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:

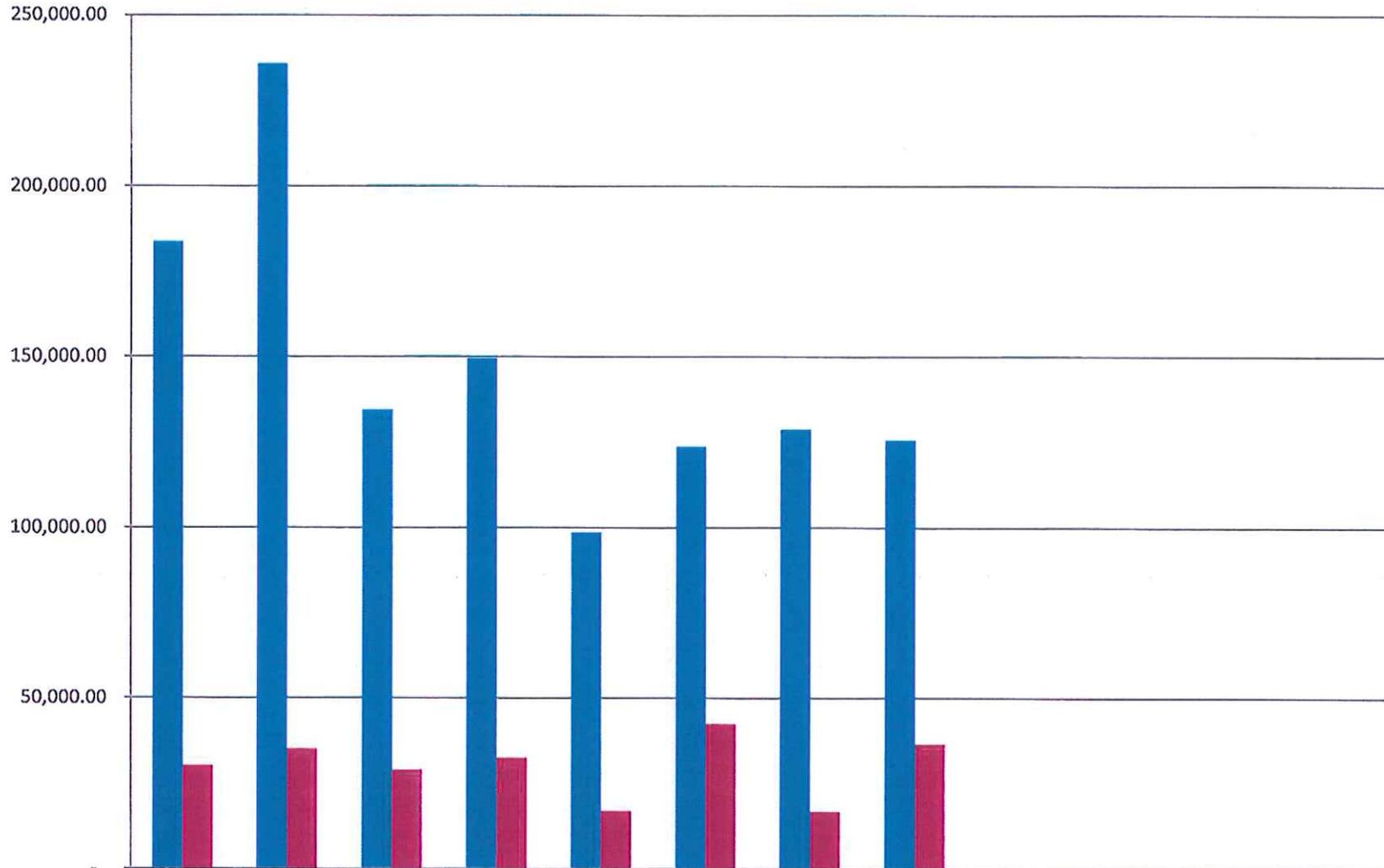
- a. Applicants for renewal of an activities administration authorization must complete one of the following professional development options:
 - (1) Successfully document attendance at one state IHSADA Convention and one LTI course relating to the knowledge and understanding of professional ethics and 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.

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

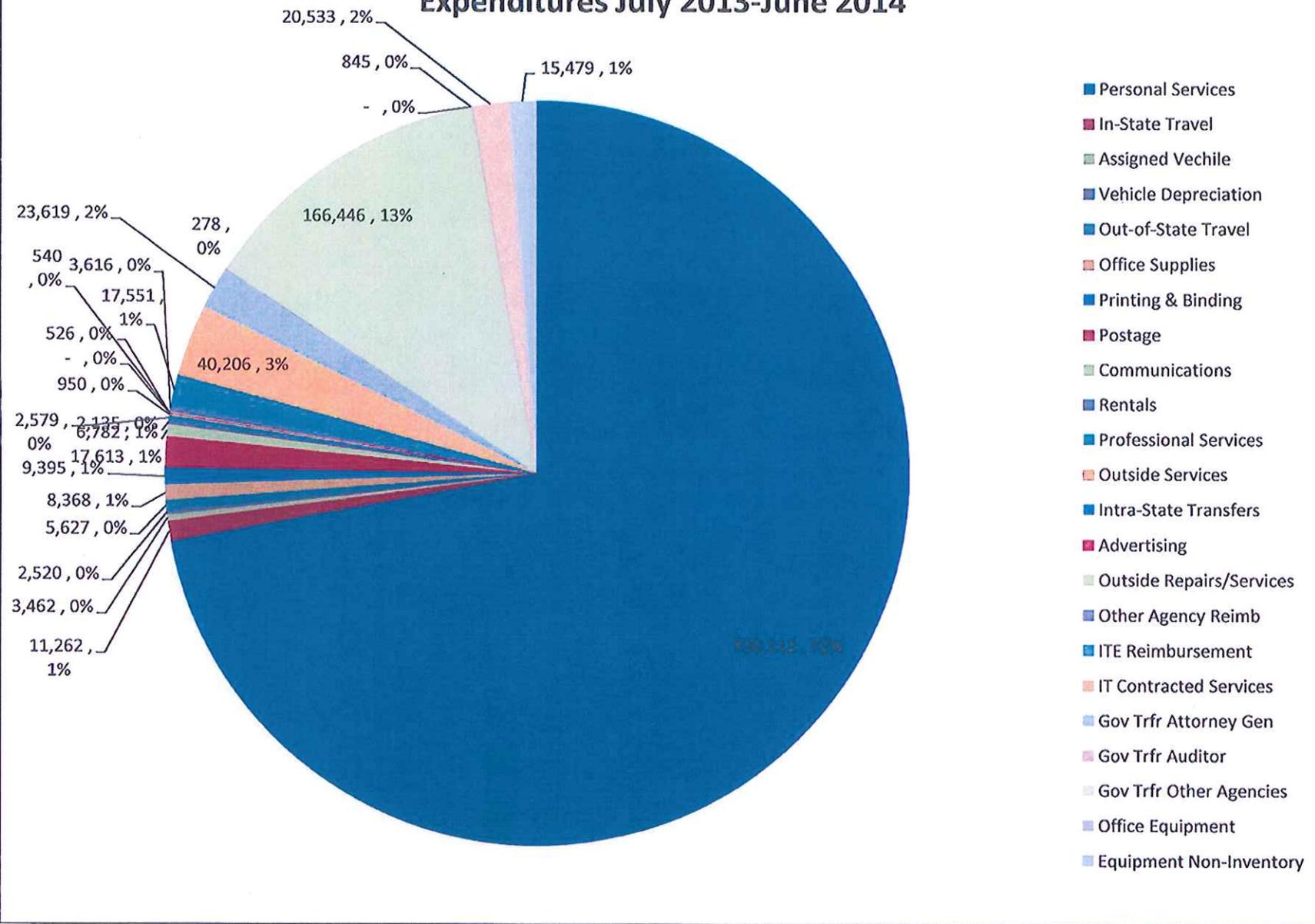
	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation											40,974
Total Revenues	1,417,885	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	1,290,445	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)	127,440	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	1,283,672	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%		

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.				
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				

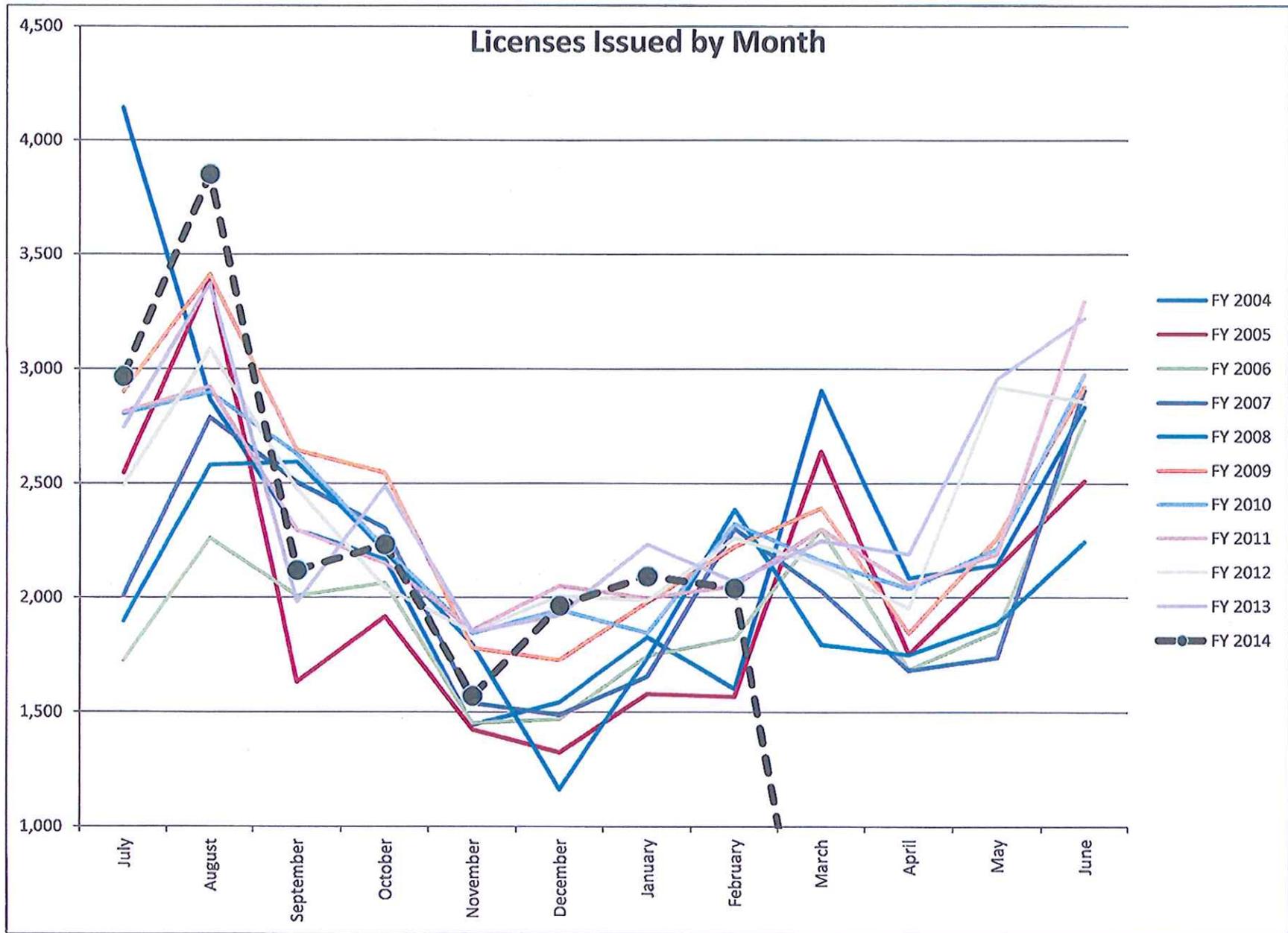
Expenditures July 2013-June 2014



Total # Licenses Issued FY14



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



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							1,179,010
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							238,875
	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							2,574,118
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							388,855
Expenditures																
101	Personal Services	69,492.36	109,738.61	126,868.44	177,243.52	69,304.41	116,383.60	115,695.60	116,385.68							930,112
202	In-State Travel	54.12	13.13	1,528.23	2,141.83	3,468.83	344.76	1,215.49	2,455.69							11,262
203	Assigned Vehicle	-	287.51	523.09	1,022.91	534.61	472.80	375.27	245.43							3,462
204	Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00							2,520
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	11.81							8,368
309	Printing & Binding	-	256.20	5,544.59	415.00	1,633.00	624.00	20.11	902.00							9,395
313	Postage	-	3,000.53	3,671.38	2,639.90	2,179.57	1,791.90	1,902.83	2,426.88							17,613
401	Communications	73.85	704.78	930.89	656.09	691.85	652.92	2,095.16	976.20							6,782
402	Rentals	615.00	283.02	691.70	70.00	274.86	-	-	-							2,135
405	Professional Services	-	-	200.00	350.00	564.61	600.00	497.43	367.27							2,579
406	Outside Services	48.60	28.44	78.18	20.60	44.96	52.45	55.47	621.68							950
407	Intra-State Transfers	-	-	-	-	-	-	-	-							-
408	Advertising	-	-	56.84	52.43	-	-	416.85	-							526
409	Outside Repairs/Services	1.00	181.75	-	191.64	-	-	165.57	-							540
414	Other Agency Reimb	-	298.32	1,079.82	300.32	300.32	1,034.62	300.32	302.56							3,616
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							17,551
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	3,517.17							23,619
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	27,225.80							166,446
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							20,533
602	SWICAP/Other Expendo	-	-	759.66	12,705.15	445.92	577.47	600.92	390.15							15,479
	Total Expenditures	60,216.38	117,677.95	246,527.79	230,993.64	146,745.36	142,587.45	152,591.27	160,903.30							1,290,445
	Excess (Deficiency) of															
	Revenue over Expenditures	127,418.12	152,883.05	(83,493.04)	(49,268.89)	(31,260.11)	23,422.80	(7,285.02)	(4,936.80)							127,440
	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	1,283,672.46	1,283,672.46	1,283,672.46	1,283,672.46		-
	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	1,283,672.46	1,283,672.46	1,283,672.46	1,283,672.46	1,283,672.46		1,283,672

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	-	-	-	-	-	-	1,179,010.25
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	35,491.00	-	-	-	-	-	-	238,875.00
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							388,854.75
		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>1,806,740.00</u>
0914	401	Refunds	50.00	375.00	968.00	1,510.00	688.00	740.00	993.00	248.00							5,572.00

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	0	0	0	0	18,838
<i>Running Total</i>	2,968	6,820	8,939	11,171	12,742	14,706	16,798	18,838	18,838	18,838	18,838	18,838	
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	\$ 1,179,010	\$ 1,739,848		
704 Other	\$ 238,875	\$ 360,000		
Total Resources:	\$ 1,517,885	\$ 2,099,848	\$ 681,963	67.52%
<i>(Total Revenue)</i>	<u><u>\$ 1,417,885</u></u>			
Expenditures:				
101 Personal Services	\$ 930,112	\$ 1,500,444	\$ 570,332	61.99%
202 In-State Travel	\$ 11,262	\$ 25,000	\$ 13,738	45.05%
203 Assigned Vehicle	\$ 3,462	\$ 4,000	\$ 538	86.54%
204 Vehicle Depreciation	\$ 2,520	\$ 3,000	\$ 480	84.00%
205 Out-of-State Travel	\$ 5,627	\$ 20,000	\$ 14,373	28.14%
301 Office supplies	\$ 8,368	\$ 10,000	\$ 1,632	83.68%
309 Printing & Binding	\$ 9,395	\$ 15,000	\$ 5,605	62.63%
313 Postage	\$ 17,613	\$ 40,000	\$ 22,387	44.03%
401 ICN/Communications	\$ 6,782	\$ 15,000	\$ 8,218	45.21%
402 Rentals	\$ 2,135	\$ 3,500	\$ 1,365	60.99%
405 Professional Services	\$ 2,579	\$ 26,600	\$ 24,021	9.70%
406 Outside Services	\$ 950	\$ 5,000	\$ 4,050	19.01%
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	\$ 3,616	\$ 15,000	\$ 11,384	24.11%
416 ITD Reimbursement	\$ 17,551	\$ 20,000	\$ 2,449	87.76%
418 IT Contracted services	\$ 40,206	\$ 350,000	\$ 309,794	11.49%
432 Gov Transfer AG	\$ 23,619	\$ 40,000	\$ 16,381	59.05%
433 Gov Transfer Auditor	\$ 278	\$ 10,000	\$ 9,722	2.78%
434 Gov Trans Other Agency	\$ 166,446	\$ 360,000	\$ 193,554	46.24%
502 Equipment Inventory	\$ -	\$ 2,500	\$ 2,500	0.00%
503 Equipment Non-Inven	\$ 845	\$ 3,000	\$ 2,155	28.16%
510 IT Equipment	\$ 20,533	\$ 60,000	\$ 39,467	34.22%
602 SWICAP	\$ 15,479	\$ 30,000	\$ 14,521	51.60%
705 Refunds	\$ 5,572	\$ 5,000	\$ (572)	111.44%
Carryover		\$ -		
Expenditure Subtotal	\$ 1,296,017	\$ 2,571,044	\$ 1,275,027	50.41%
<i>Revenue Less Expenditures</i>	<u><u>\$ 121,868</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					182
Late Fees - online	40	39	12	13	5	7	13	7					136
Master Ed - Online	162	155	81	87	90	71	155	75					876
Prof Adm - Online	19	15	13	19	10	15	21	15					127
Prof Service License	0	10	5	7	4	5	10	0					41
Standard Lic - Online	312	325	169	181	165	146	267	168					1,733
Background	321	408	396	431	211	602	188	515					3,072
Background in Office	132	138	44	57	43	50	70	46					580
Initial Teacher lic	149	238	305	359	127	609	160	472					2,419
Extended initial	18	22	12	22	15	26	33	32					180
Standard License	282	410	177	195	127	124	192	156					1,663
Master Ed	223	293	169	166	144	132	165	151					1,443
Professional Adm	117	79	102	86	63	65	90	73					675
Coach Authorization	280	442	216	246	265	139	212	209					2,009
Substitute License	168	236	131	149	99	91	124	102					1,100
Substitute Auth	61	91	69	90	58	88	75	60					592
Endorsement	169	322	115	99	51	87	143	124					1,110
Duplicate Lic	24	36	17	16	7	10	8	14					132
Tx Evaluation	194	221	80	74	48	60	73	102					852
Late Payment	108	210	139	336	129	98	72	86					1,178
Out-of-state T or A	149	171	81	64	39	61	90	76					731
Out-of-country	1	1	9	0	0	1	1	0					13
BTW Driving Instr	11	6	5	4	20	21	12	17					96
Class A	140	105	100	103	93	112	130	85					868
Class B	199	323	90	132	34	25	21	18					842
Class E	38	48	23	18	11	11	13	9					171
Class G	4	2	0	1	1	2	1	1					12
Coach Auth Extend	11	18	6	7	8	2	4	6					62
Evaluator (New)	4	4	0	2	0	0	1	1					12
Initial Admn Lic	3	20	6	1	1	0	1	2					34
Extended initial Adm	0	0	0	0	0	0	0	0					0
Career & Tech	3	5	6	0	1	0	2	2					19
Paraeducator	117	138	69	45	45	19	50	29					512
Para Add Con	19	7	9	3	7	2	1	0					48
Orientation & Mobility	1	0	0	0	0	0	0	0					1
SPR	29	32	21	25	11	9	6	9					142
Teacher Intern Lic	5	3	0	2	0	0	0	0					10
Initial Prof Service	15	9	4	0	0	0	5	2					35
Professional Service	13	10	10	6	7	11	7	9					73
PSL - Class A	3	6	0	0	0	0	1	0					10
PSL - Class B	0	0	0	0	0	0	0	0					0
IPREP-Portfolio Review	0	0	0	0	1	0	0	1					2
SBO	2	1	1	2	2	2	0	1					11
Native Language Authorization	0	0	1	0	0	0	0	0					1
Over Payment	10	4	3	9	7	0	1	2					36
Total # Licenses Issued	2,968	3,852	2,119	2,232	1,571	1,964	2,092	2,040	-	-	-	-	18,839
	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					\$ 3,276
Late Fees - online	\$ 1,700	\$ 2,200	\$ 875	\$ 875	\$ 150	\$ 200	\$ 625	\$ 175					\$ 6,800
Master Ed - Online	\$ 14,256	\$ 13,640	\$ 7,128	\$ 7,656	\$ 7,920	\$ 6,248	\$ 13,640	\$ 6,600					\$ 77,088
Prof Adm - Online	\$ 1,672	\$ 1,320	\$ 1,144	\$ 1,672	\$ 880	\$ 1,320	\$ 1,848	\$ 1,320					\$ 11,176
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	\$ 14,784					\$ 152,504
Background	\$ 20,852.00	\$ 26,520.00	\$ 25,727.00	\$ 28,015.00	\$ 13,689	\$ 39,130	\$ 12,207	\$ 33,475					\$ 199,615
Background In Office	\$ 6,864.00	\$ 7,176.00	\$ 2,288.00	\$ 2,964.00	\$ 2,236	\$ 2,613	\$ 3,640	\$ 2,392					\$ 30,173
Initial Teacher lic	\$ 12,630.00	\$ 20,235.00	\$ 25,900.00	\$ 30,515.00	\$ 10,770	\$ 51,765	\$ 13,600	\$ 40,107					\$ 205,522
Extended initial	\$ 450.00	\$ 550.00	\$ 300.00	\$ 550.00	\$ 375	\$ 650	\$ 825	\$ 800					\$ 4,500
Standard License	\$ 23,935.00	\$ 34,885.00	\$ 15,045.00	\$ 16,575.00	\$ 10,785	\$ 10,540	\$ 16,320	\$ 13,260					\$ 141,345
Master Ed	\$ 18,955.00	\$ 24,905.00	\$ 14,365.00	\$ 14,110.00	\$ 12,240	\$ 11,220	\$ 14,025	\$ 12,835					\$ 122,655
Professional Adm	\$ 9,935.00	\$ 6,715.00	\$ 8,670.00	\$ 7,345.00	\$ 5,355	\$ 5,525	\$ 7,650	\$ 6,205					\$ 57,400
Coach Authorization	\$ 23,800.00	\$ 37,565.00	\$ 18,348.00	\$ 20,890.00	\$ 22,500	\$ 11,815	\$ 18,055	\$ 17,765					\$ 170,738
Substitute License	\$ 14,280.00	\$ 20,060.00	\$ 11,135.00	\$ 12,665.00	\$ 8,415	\$ 7,735	\$ 10,540	\$ 8,670					\$ 93,500
Substitute Auth	\$ 5,185.00	\$ 7,735.00	\$ 5,865.00	\$ 7,650.00	\$ 4,930	\$ 7,480	\$ 6,375	\$ 5,100					\$ 50,320
Endorsement	\$ 8,445.00	\$ 16,110.00	\$ 5,750.00	\$ 4,950.00	\$ 2,550	\$ 4,355	\$ 7,150	\$ 6,195					\$ 55,505
Duplicate Lic	\$ 360.00	\$ 540.00	\$ 255.00	\$ 240.00	\$ 105	\$ 150	\$ 120	\$ 210					\$ 1,980
Tx Evaluation	\$ 11,640.00	\$ 13,260.00	\$ 4,800.00	\$ 4,430.00	\$ 2,880	\$ 3,600	\$ 4,380	\$ 6,100					\$ 51,090
Late Payment	\$ 2,710.00	\$ 5,250.00	\$ 3,485.00	\$ 8,405.00	\$ 3,215	\$ 2,455	\$ 1,800	\$ 2,140					\$ 29,460
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					\$ 62,155
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					\$ 3,840
Class A	\$ 11,900.00	\$ 8,925.00	\$ 8,500.00	\$ 8,755.00	\$ 7,905	\$ 9,520	\$ 11,050	\$ 7,225					\$ 73,780
Class B	\$ 16,950.00	\$ 27,490.00	\$ 7,680.00	\$ 11,255.00	\$ 2,890	\$ 2,125	\$ 1,820	\$ 1,530					\$ 71,740
Class E	\$ 5,715.00	\$ 7,164.00	\$ 3,490.00	\$ 2,746.00	\$ 1,715	\$ 1,695	\$ 1,930	\$ 1,395					\$ 25,850
Class G	\$ 340.00	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ 170	\$ 85	\$ 85					\$ 1,020
Coach Auth Extend	\$ 440.00	\$ 720.00	\$ 240.00	\$ 280.00	\$ 320	\$ 90	\$ 150	\$ 240					\$ 2,480
Evaluator (New)	\$ 315.00	\$ 340.00	\$ -	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85					\$ 995
Initial Admn Lic	\$ 290.00	\$ 1,735.00	\$ 510.00	\$ 85.00	\$ 85	\$ -	\$ 85	\$ 170					\$ 2,960
Extended Initial Adm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					\$ -
Career & Tech	\$ 255.00	\$ 425.00	\$ 510.00	\$ -	\$ 85	\$ -	\$ 170	\$ 170					\$ 1,615
Paraeducator	\$ 4,680.00	\$ 5,520.00	\$ 2,760.00	\$ 1,800.00	\$ 1,800	\$ 760	\$ 2,000	\$ 1,160					\$ 20,480
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	\$ 765					\$ 12,070
Teacher Intern Lic	\$ 625.00	\$ 370.00	\$ -	\$ 250.00	\$ -	\$ -	\$ -	\$ -					\$ 1,245
Initial Prof Service	\$ 1,275.00	\$ 765.00	\$ 340.00	\$ -	\$ -	\$ -	\$ 425	\$ 170					\$ 2,975
Professional Service	\$ 1,105.00	\$ 850.00	\$ 850.00	\$ 510.00	\$ 595	\$ 935	\$ 595	\$ 765					\$ 6,205
PSL- Class A	\$ 255.00	\$ 510.00	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -					\$ 850
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					\$ -
IPREP-Portfolio Review	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ 500					\$ 1,000
SBO	\$ 170.00	\$ 85.00	\$ 85.00	\$ 170.00	\$ 170	\$ 170	\$ -	\$ 85					\$ 935
Native Language Authorization	\$ -	\$ -	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -					\$ 85
Over Payment	\$ 154.00	\$ 93.00	\$ 73.00	\$ 410.00	\$ 373.00	\$ -	\$ 13.00	\$ 78.00					\$ 1,194.00
Grand Total	\$ 266,223	\$ 341,927	\$ 201,699	\$ 220,745	\$ 145,921	\$ 202,823	\$ 184,743	\$ 184,743	\$ -	\$ -	\$ -	\$ -	\$ 1,764,119
Background Total	\$ 27,716	\$ 33,696	\$ 28,015	\$ 30,979	\$ 15,925	\$ 41,743	\$ 15,847	\$ 15,847	\$ -	\$ -	\$ -	\$ -	\$ 229,788
BoEE Revenue	\$ 178,880	\$ 231,173	\$ 130,263	\$ 142,325	\$ 97,497	\$ 120,810	\$ 126,672	\$ 126,672	\$ -	\$ -	\$ -	\$ -	\$ 1,150,748
General Fund Total	\$ 59,627	\$ 77,058	\$ 43,421	\$ 47,442	\$ 32,499	\$ 40,270	\$ 42,224	\$ 42,224	\$ -	\$ -	\$ -	\$ -	\$ 383,583
BoEE+GenFund	\$ 238,507	\$ 308,231	\$ 173,684	\$ 189,766	\$ 129,996	\$ 161,080	\$ 169,896	\$ 169,896	\$ -	\$ -	\$ -	\$ -	\$ 1,534,331
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

Date: March 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: Troy Emley

License: Folder # 1010024

Emley applied for a substitute authorization. The application was denied in a letter from Greg Horstmann dated January 2, 2014. Emley currently holds a coaching authorization, valid until 2018.

Reason for Waiver: The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Emley received a bachelor's degree from a religious institution that is accredited through a Christian agency.

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

Hardship: If he is unable to receive the substitute authorization, Emley will be unable to take advantage of employment opportunities as a substitute teacher. The Board must determine whether this hardship is undue.

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

- 10-28: waiver for substitute authorization granted; petitioner attended Nebraska Christian College (this is the institution Emley attended), 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.

Safety and welfare of others: The board must determine whether granting the substitute authorization despite the non-regionally-accredited status of Emley's chosen college would compromise public health, safety, or welfare in any way. Currently, the substitute authorization carries limited authority—holders can only substitute for limited periods of time in secondary classrooms.

Annual Report of Iowa Licensure Renewal Programs Executive Summary

Background: There are 17 Licensure Renewal Programs that have been approved under administrative rules 282-20.13. These programs consist of:

- 9 AEA's
- 1 Consortium of AEA's
 - Iowa Professional Development Online
- 4 School Districts
 - Cedar Rapids
 - Waterloo
 - West Des Moines
 - PAC schools –now included in the NWISI Consortium and has been removed as a provider
- 1 Consortium of school districts
 - NWISI
- 2 Professional Organizations
 - Iowa State Education Association
 - School Administrators of Iowa

We have been contacted by many different private businesses desiring to become Licensure Renewal Programs. Since they do not fit the model outlined in our rules, their inquiries have not gone further. Additionally, we have one college and one professional organization working on potential applications for Licensure Renewal Programs. I anticipate that one or both will submit their applications in the next calendar year for the Boards approval.

Annual Reports: These have been submitted by all current programs with the exception of Waterloo CSD. The time period covered in this report is October 1, 2014 through September 30, 2014.

Course Offerings: Each of programs exceeded the minimum of 10 courses required. The 15 programs included in this summary presented 1842 open courses and 904 which were provided directly to school districts.

Licensure Renewal Advisory Committee and Meetings: As required, each program has a licensure renewal advisory committee. These committees met a minimum of one time with an average of two meeting per program.

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

IOWA BOARD OF EDUCATIONAL EXAMINERS

Operating Guidelines

Adopted: May 04, 2007
Revised: May 3, 2013
Reviewed: May 3, 2013

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

Members of the Board

Laura A. Stevens, Chair, Okoboji CSD, Teacher
Richard E. Wortmann, Vice Chair, Ottumwa CSD, Teacher
Tammy S. Duehr, Dubuque CSD, Teacher
Brenda Garcia-Van Auken, Muscatine, Public Member
Dr. Brad Buck, Director, Iowa Department of Education
Dr. Larry D. Hill, Thompson, Administrator
Mary K. Overholtzer, Mount Ayr CSD, Teacher
Dan Dutcher, Waukee, Public Member
Ann Lebo, Grundy Center CSD, Teacher
Dr. Jay Prescott, Grand View University, Administrator
Dr. Anne Sullivan, Des Moines CSD, Administrator
Dr. Andy Pattee, Charles City CSD, Administrator

Administration

Duane T. Magee, Executive Director

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

Table of Contents

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

Preface

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

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

The Board of Educational Examiners

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

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

Who Serves on the Board?

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

Mission

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

Beliefs Statements

We Believe:

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

I. Organizational Meeting

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

General Guidelines for Board Members:

A. Organizational Meeting

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

B. Board Officers

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

C. Election of Officers

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

D. Term of Office

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

E. Chair vacant

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

F. Duties of the chair shall be as follows:

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

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

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

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

H. Committees of the Board

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

I. Removal of a board member from office:

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

II. Meeting Procedures

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

General Guidelines for Board Members:

A. Agendas

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

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

B. Voting

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

C. Public Participation

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

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

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

E. Administrative Rules

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

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

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

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

F. Petition for Waiver

G. Kinds of Meetings

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

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

H. Executive Director for the Board of Educational Examiners

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

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

III. Board Expectations

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

General Guidelines for Board Members:

A. Leadership

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

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

B. Board Relationships

1. Internal board relationships:
 - a. The democratic process shall be used in making board decisions. A majority vote shall decide the issue and that shall become the official position of the board.
 - b. Each board member will remain receptive to divergent views of other members and will look for and recognize the

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

IV. Decision Making

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

General Guidelines for Board Members:

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

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

V. Special Assignments for Board Members

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

General Guidelines for Board Members:

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

VI. Effective and Open Communication

Effective communication is essential to achieving board goals.

General Guidelines for Board Members:

- A. Information discussed in executive session will remain confidential. Sharing such information with unauthorized persons at any time is unacceptable.
- B. If significant issues will be covered in a meeting, board members may expect that the executive director will make every effort to inform them prior to the issue becoming public.
- C. Board members may expect that the executive director and staff will follow through on information requested by the board when it is requested through the appropriate channels.

VII. Handling Public Concerns

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

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

General Guidelines for Board Members:

- A. Listen to the individual or group concern and clearly define the concern.
- B. Ask if he or she has discussed the issue with the person immediately responsible.
- C. Advise that the board has established a process for handling concerns and direct them to the appropriate personnel and / or the website.
- D. Report the full details of the concern to the executive director in a timely manner, and ask that he/she keep the board informed of developments.

- E. Correspondence or communications relating to the business of the board, received by members of the board from individuals or organizations, shall be forwarded to the chair and executive director if it appears that the correspondence was sent to only one board member.
- F. If an individual board member is ever contacted regarding a professional practices case, the board member shall immediately inform the party that such contact is inappropriate and can prejudice the process. The board member shall report the contact to the executive director and / or chair of the board, and shall use discretion as to whether or not abstention from voting on the issue is necessary or advisable.
- G. The board will host work sessions as needed to receive feedback from interested stakeholders regarding proposals before the board.
- H. All media requests must be directed to the executive director.

VIII. Planning, Goal Setting and Accountability

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

General Guidelines for Board Members:

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

IX. Board Development

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

General Guidelines for Board Members:

- A. Professional development for the board members permits them to:
 1. Increase their knowledge and understanding of emerging education issues;
 2. Compare various states' approaches to addressing similar issues and solving common problems;
 3. Expand their networking opportunities to exchange ideas and gain new perspectives on issues;

4. Explore issues in real world settings, outside the context of board meetings; and
 5. Mobilize the board with new strategies for achieving the board's agenda. (Adapted from NASBE Boardmanship Review, "The Importance of Board Member Development," February, 1999).
- B.** Board development goals will be set on an annual basis to ensure continued growth and development as board members.
- C.** In addition to the board meeting agenda items that relate specifically to board priorities and are designed to develop an understanding and knowledge base for policy making, there are several additional ways that board members can obtain development:
1. Board study or work sessions
 2. Conference attendance and participation
 3. Task force or commission participation
 4. Reports and other written materials
 5. Technology or internet-based development
- D.** Orientation of New Members
The executive director of the board shall orient each new member concerning the board's functions, general policies, administrative rules and procedures as soon as possible.
1. The new member shall be given selected material to assist in orienting him/her to the work of the board.
 - i. New board members will receive a sample board packet after his/her appointment date in order to become familiar with a typical board meeting materials.
 2. The new member shall be given selected material to familiarize him/her with relevant provisions of state government, including the gift law, and registered lobbying.
 - i. New board members will be advised about the differences between Iowa Code and Iowa Administrative Rules.
 3. The incoming new member shall be invited to meet with the executive director and other personnel to discuss operations of the agency.
 4. Orientation will be a structured process occurring over time and new board members will be directed to resources so they can do additional exploration on their own.
 5. Current board members may and are encouraged to attend orientation sessions.
- D.** Each new board member will be assigned a mentor.
- X. Petition for Waiver Guidelines**
- A.** A waiver will not be reviewed until an application from a petitioner has been received and denied by staff.
- B.** Petitions for waiver received by the BoEE staff will be analyzed by the executive director, staff attorney, and the consultant assigned to the waiver by the executive director.

- C. The consultant assigned to the waiver, in consultation with the staff attorney and executive director, will write a summary report for the board with the following sections:
1. Name
 2. License
 3. Reason for waiver
 4. Rule citation
 5. Rationale
 6. Hardship
 7. Prejudice to others
 8. Safety and welfare to others
 9. Recommendation
 10. Rationale (including hardship, prejudice to others, and safety and welfare to others)
- D. The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:
- E. **282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:
1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
 2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
 3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
 4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.
- F. The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.
- G. The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

BoEE Retreat Agenda Items

June 19 & 20, 2014

1. Hold the retreat in _____
2. Any licensure issues that emerge from the education reform legislative process
3. Ethics training and teacher preparation
 - a. Stand alone course?
 - b. Integrated into existing courses?
4. Other

IOWA BOARD OF EDUCATIONAL EXAMINERS

Board Meeting Calendar Fiscal Year 2015

Day(s) of week Date	Location	Other Information
July 2014 NO MEETING		
Friday, August 8, 2014	Grimes Bldg.	
Friday, September 12, 2014	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)
Friday, October 10, 2014	Grimes Bldg.	
Friday, November 7, 2014	Grimes Bldg.	
Friday, December 12, 2014	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)
Wednesday, January 28, 2015*	Capitol Rotunda & Grimes Bldg	Legislative Reception *Changed from last year due to possible inauguration festivities during the 1 st or 2 nd wk. of session. We are currently reserved for the 28 th .
Friday, February 13, 2015	Grimes Bldg	
Friday, March 13, 2015	Grimes Bldg.	
Friday, April 10, 2015	Grimes Bldg.	
Friday, May 8, 2015	Grimes Bldg.	
Thursday & Friday, June 18-19, 2015	Grimes Bldg.	Board Orientation Board Retreat Board Meeting
July 2015 NO MEETING		
Friday, August 7, 2015	Grimes Bldg.	