

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

3
4 Review Legislative Items

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

7
8 Substitute Authorization Revisions

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

14
15 Activities Administration Authorization

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

21
22 Ethics Training and Teacher Preparation

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

1 Licensure Renewal Options

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

6
7 Goal Setting

8 The board discussed its goals for FY 2015.
9

10 Presentation

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

16
17 New Licensing System

18 There was a preview of the BoEE's new licensing system. Abe Reese of Aspex
19 Solutions conducted the presentation.
20

21 The retreat adjourned at 3:40 p.m.
22

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

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

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

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

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

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

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

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

1 Ann Lebo moved, with a second by Richard Wortmann, that in **case number 14-25**,
2 the Board find probable cause to establish a violation of the following provisions of the
3 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and order this
4 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

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

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

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

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

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

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

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

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

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

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

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

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

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

11
12 Brenda Garcia-Van Auken moved, with a second by Richard Wortmann, that in **case**
13 **number 14-10**, the Board find that the evidence gathered in the investigation,
14 including witness statements and the documentary evidence, does not create a
15 reasonable ground for belief in the existence of facts warranting a hearing, and that
16 the Board therefore lacks probable cause to proceed with this matter. Roll call vote:
17 Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – no; Lebo – yes;
18 Overholtzer – no; Pattee – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

19
20 Anne Sullivan moved, with a second by Ann Lebo, that in **case number 13-80**, the
21 Board accepts the Respondent’s waiver of hearing and voluntary surrender and that
22 the Board issue an order permanently revoking the Respondent’s license with no
23 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

24
25 Brenda Garcia-Van Auken moved, with a second by Richard Wortmann, that in **case**
26 **number 14-02**, the Board accept the agreement submitted by the parties, and issue
27 an Order incorporating the agreement of the parties and imposing the agreed upon
28 sanction. **MOTION CARRIED UNANIMOUSLY.**

29
30 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
31 **13-124**, the Board accept the agreement submitted by the parties, and issue an Order
32 incorporating the agreement of the parties and imposing the agreed upon sanction.
33 Roll call vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill –

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

2 **MOTION CARRIED.**

3
4 Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, that in **case**
5 **number 13-138**, the Board accept the stipulation and settlement submitted by the
6 parties, and issue an Order incorporating the agreement of the parties and imposing
7 the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

8
9 Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number**
10 **13-117**, the Board accept the stipulation and settlement submitted by the parties,
11 and issue an Order incorporating the agreement of the parties and imposing the
12 agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

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

20
21 Anne Sullivan moved, with a second by Ann Lebo, that the Board not initiate review of
22 the proposed decision in **case number 13-41, In the Matter of Stephanie Johnson**,
23 and allow the proposed decision to become the final decision of the Board unless an
24 appeal is taken by one of the parties within the time allowed by rule. **MOTION**
25 **CARRIED UNANIMOUSLY.** (September Lau left the room during the discussion of
26 this case in closed session.)

27
28 Richard Wortmann moved, with a second by Andy Pattee, that in **case number 13-78**,
29 the Board deny the request for oral argument and table this case, until the August
30 meeting. **MOTION CARRIED UNANIMOUSLY.** (September Lau left the room during
31 the discussion of this case in closed session. Assistant Attorney General Gretchen
32 Kraemer, conflicts counsel, was present telephonically during discussion of this case
33 in closed session.)

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

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

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

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

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

30
31 Board Member Reports:

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

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

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

11
12 Executive Director's Report:

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

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

21
22 Communication from the Public:

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

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

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

33 **UNANIMOUSLY.**

1 Rules:

2 Adopt:

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

6

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

10

11 Notice:

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

15

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

19

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

25

26 Items for Discussion:

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

29

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

33

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

3

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

10

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

13

14 Petitions for Waiver:

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

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

3

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

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

28

29 Reports/Approvals:

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

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

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

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

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

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Hello. Ni Hao.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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本表格失效日期: 2014年3月13日

填表须知:

填表之前,

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

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

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

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

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

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

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

禁止打击报复:

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

提交投诉的时效:

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

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

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

第二步:

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

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

类别：

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

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

类别：

残障 如果您是复原退伍军人请选择标注： 是 否

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

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

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

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

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

问题：

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

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

问题:

- 雇用
- 解雇
- 裁员
- 返工
- 工薪

- 升职
- 降职
- 资历工龄认定
- 骚扰
- 工作福利

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

- 遵守安息日仪式
- 欺辱
- 其他

对每一指控事项, 请在下面的声明中加以解释, 您是如何受到歧视的:

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

投诉内容:

请详细描述您所指控的歧视/报复行为的细节:
请包括下述内容:

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

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

根據您的網站:

"國家出身的歧视包括對待人(申請人或員工)不利, 因為他們是從一個特定國家或世界的一部分, "法律使非法使用就業政策或做法適用於每個人, 不論國籍的如果它有一定的民族血統的人口生負面影響, 而不是與工作相關或必要的業務運作", 我受聘於美國教育部門, 成為認證的教導作為一個普通話文老師在愛荷華州。成為認證, 我需要通過一個測試來證明, 我知道我題目。在愛荷華州, 他們所選擇的測試是中國普通話 PRAXIS II, 這是只提供使用電腦, 和要來拼音。不幸的是, 在台灣我們使用注音教育和電腦輸入。因為我不擅長拼音, 我不能通過寫作考試, 儘管很明顯, 我可寫中國普通話(因為這種申請表就是個證明)。

愛荷華不給我用一個紙和鉛筆測試我可以寫中文字,我自無法拿到認證。

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

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

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

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

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

您的朋友或者親屬:

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

姓名: JAMES P. HUSSEY

地址: 803 4th st.

城市: Kalona 州: IA 邮编: 52247

与您的关系: Husband

联系电话号: 319-656-4541

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

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

林金珍

投诉者签名

6-18-2014

日期

Jean Lin Hussey
Jean Lin Hussey

公众负担声明

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

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

注意: 请勿将填好的本表格寄交到这个办公室地址。

请勿在此线以下书写

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

调查员 姓名 职务 头衔 调查员 签名 日 期

June 17, 2014

To the Iowa Board of Educational Examiners,

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

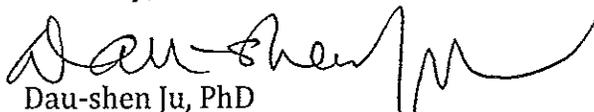
People in Taiwan and China speak Mandarin Chinese as its primary dialect, but the written languages and phonetic systems used in these two countries are different. For written languages, Taiwan maintains the traditional form whereas China adopts its simplified form. Although these written languages are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

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

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

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

Sincerely,



Dau-shen Ju, PhD

Former principal, Chinese School of Iowa City

Mr. Magee and Dr. Buck,

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

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

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

Na Pan

napanus@gmail.com

515-509-4090

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bush Administration

National Security Language Initiative

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

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

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

Obama Administration

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

Mid-Prairie schools get federal grant to teach Chinese

by Ray Welkai
The Kalona News

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

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

security and commerce.

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

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

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

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

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

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

district apply for two different languages, according to Swartzendruber.

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

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

As part of President Bush's

•CHINESE - see page 7A

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

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

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

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

one percent of undergraduate degrees conferred in the United States.

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

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

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

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

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

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

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

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

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

Mid-Prairie receiving two language grants for Chinese and Spanish

Published:

Wednesday, April 7, 2010 11:59 AM CDT

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

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

Tom Harkin

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June 14, 2007

HARKIN ANNOUNCES FUNDS FOR FOREIGN LANGUAGE PROGRAMS IN KALONA SCHOOLS

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

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

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



Education



Hope for Disabilities



Health & Wellness

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

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

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

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

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

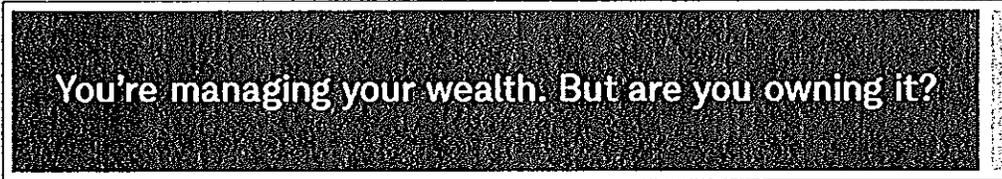
The Education Department says the intent of the grants is to help establish, improve, or expand innovative foreign language programs that show the promise of being continued for an extended period.

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

The New York Times

America

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION
AFRICA AMERICAS ASIA PACIFIC EUROPE MIDDLE EAST



Bridging a culture gap, teaching Arabic in Iowa

By Samuel G. Freedman
Published: Wednesday, January 2, 2008

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

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

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

FLAP ABSTRACTS
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Project ASPIRE will expand a model Chinese language program from Mid-Prairie Community Schools to Bondurant-Farrar Community School District. The project will utilize K-5 Chinese curriculum aligned to national and state standards to provide standardized instruction in the content area of social studies.

Chinese K-5

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