

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

November 7, 2014

2014-2015 BOEE Goals

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment, especially in shortage areas.
Goal 2: The Board will develop a plan to require ongoing ethics training for all licensees.
Goal 3: The board will develop a plan to align BOEE goals with the Iowa Department of Education, the Governor’s office, the Legislature, and Iowa colleges of education.

AGENDA
TIMES ARE APPROXIMATE

7:30 a.m.	Professional Practices Committee Meeting – State Board Room	
8:00 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 October 10, 2014 Meeting	Tab B
	Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)	
	Open Session a. Results of closed session announced b. Approve closed session minutes from October 10, 2014 meeting c. Reinstatement(s)	
	Board Communications a. Board Member Reports b. Executive Director’s Report 1. Financial Update 2. Budget Report (tentative) 3. Board Retreat 4. NASDTEC Exec. Board and Professional Practices Institute	Tab C Tab D
	Communication from the Public	
11:00 a.m.	Stakeholder Presentation – Military Exchange License Tawnya Jamison – Military Spouse Brooke Johnson – Military Spouse	Tab E
12:05 p.m.	Lunch for Board Members (Conference Rm. 3N)	

	Rules [Iowa Administrative Code – Chapter 282 (272)]	
	a. Adopt	
	1. IAC 282 Chapter 14 - Special Education Endorsement Requirements (1602C)	Tab F
	b. ARRC Review Pending	
	1. IAC 282 Chapter 13.17(4) – Military Exchange License (1723C)	Tab G
	c. Notice	
	1. None	
	d. Items for Discussion	
	1. Ethics training as a requirement for renewal 2. Licensure renewal options 3. Career and Technical changes for clarification	Tab H Tab I Tab J
	Waivers 1. PFW 14-11 Holly Karr-White	Tab K
	Reports/Approvals 1. Legislative Update – Phil Wise 2. Plan for Legislative Reception	
2:00 p.m.	Adjournment	

1 Anne Sullivan moved, with a second by Larry Hill, that the Board go into closed
2 session for the purpose of discussing whether to initiate licensee disciplinary
3 proceedings, the decision to be rendered in a contested case, and records which are
4 required or authorized by state or federal law to be kept confidential, pursuant to Iowa
5 Code sections 21.5(a), (d), and (f). Roll call vote: Arnold – yes; Buck – yes; Dutcher –
6 yes; Garcia – yes; Hill – yes; Overholtzer – yes; Schoening – yes; Stevens – yes; Sullivan
7 – yes; Wortmann – yes. **MOTION CARRIED.**

8
9 Anne Sullivan moved, with a second by Brenda Garcia, that in **case number 14-76**,
10 the Board find that, although one or more of the allegations in the complaint may be
11 substantiated by the witnesses interviewed in the course of the investigation [and/or]
12 the documents gathered in the course of the investigation, and the allegations may
13 constitute a technical violation of the Board’s statute or administrative rules; the
14 evidence before the board indicates that the alleged violation was an isolated incident,
15 and that adequate steps have been taken to remedy the violation and to ensure that
16 incidents of a similar nature do not occur in the future. The Board will not pursue
17 formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

18
19 Larry Hill moved, with a second by Anne Sullivan, that in **case number 14-73**, the
20 Board find that the evidence gathered in the investigation, including witness
21 statements and the documentary evidence, does not substantiate the allegations in the
22 complaint, and that the Board therefore lacks probable cause to proceed with this
23 matter. **MOTION CARRIED UNANIMOUSLY.**

24
25 Mary K. Overholtzer moved, with a second by Brenda Garcia, that in **case**
26 **number 14-75**, the Board find probable cause to establish a violation of the
27 following provisions of the Code of Professional Conduct and Ethics, 282 IAC –
28 Chapter 25.3(3)(b) and (e), and order this case set for hearing. Roll call vote:
29 Arnold – yes; Buck – yes; Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer –
30 yes; Schoening – yes; Stevens – yes; Sullivan – recused; Wortmann – yes.
31 **MOTION CARRIED.**

32

1 Larry Hill moved, with a second by Brenda Garcia, that in **case number 14-79**,
2 the Board find probable cause to establish a violation of the following provisions
3 of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(1)(e)(1),
4 and order this case set for hearing. Roll call vote: Arnold – yes; Buck – yes;
5 Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – yes; Schoening – yes;
6 Stevens – yes; Sullivan – recused; Wortmann – yes. **MOTION CARRIED.**

7
8 Larry Hill moved, with a second by Mary K. Overholtzer, that in **case number 14-89**,
9 the Board find probable cause to establish a violation of the following provisions of the
10 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(1)(e)(4), and order
11 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

12
13 Anne Sullivan moved, with a second by Brenda Garcia, that in **case number 14-47**,
14 the Board find probable cause to establish a violation of the following provisions of the
15 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(1)(b)(1) and
16 25.3(1)(d), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

17
18 Anne Sullivan moved, with a second by Larry Hill, that in **case number 14-48**, the
19 Board accept the stipulation and settlement submitted by the parties, and issue an
20 Order incorporating the agreement of the parties and imposing the agreed upon
21 sanction. **MOTION CARRIED UNANIMOUSLY.**

22
23 Brenda Garcia moved, with a second by Mary K. Overholtzer, that in **case number 14-**
24 **28**, the Board accept the stipulation and settlement submitted by the parties, and
25 issue an Order incorporating the agreement of the parties and imposing the agreed
26 upon sanction. Roll call vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia – yes;
27 Hill – yes; Overholtzer – yes; Schoening – yes; Stevens – yes; Sullivan – recused;
28 Wortmann – yes. **MOTION CARRIED.**

29
30 Anne Sullivan moved, with a second by Larry Hill, that in **case number 14-27**, the
31 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
32 Board issue an order permanently revoking the Respondent’s license with no
33 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

1 Brenda Garcia moved, with a second by Larry Hill, that in **case number 12-87**, the
2 Board accept the Respondent's waiver of hearing and voluntary surrender and that the
3 Board issue an order permanently revoking the Respondent's license with no
4 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

5
6 Larry Hill moved, with a second by Brenda Garcia, to extend the 180-day deadline
7 for issuance of the final decision in **case number 14-47**, based upon the amount of
8 time needed to complete the investigation due to pending criminal charges; the need
9 to schedule the hearing; and, the delay necessary to allow review of the proposed
10 decision. **MOTION CARRIED UNANIMOUSLY.**

11
12 Anne Sullivan moved, with a second by Larry Hill, to extend the 180-day deadline for
13 issuance of the final decision in **case number 14-51**, based upon the need to
14 schedule and conduct the hearing and the need to review the proposed decision.
15 **MOTION CARRIED UNANIMOUSLY.**

16
17 Case numbers 14-40 and 13-85 were discussed in open session.

18
19 Background on **case number 14-40**: This case was received on April 14, 2014. The
20 complaint alleged falsification/misrepresentation in connection with data collection
21 for special education students. The board found probable cause on June 20, 2014.
22 Hearing is set for November 13, 2014. Larry Hill moved, with a second by Brenda
23 Garcia, to extend the 180-day deadline for issuance of the final decision in **case**
24 **number 14-40**, based upon the need to conduct the hearing and the need to review
25 the proposed decision. **MOTION CARRIED UNANIMOUSLY.**

26
27 Background on **case number 13-85**: Kevin Freeman's license was suspended for six
28 months in a board order dated March 31, 2014. He was ordered to complete a
29 psychological evaluation and the ethics course. He has submitted documentation of
30 completion of these requirements, along with a request for reinstatement. Larry Hill
31 moved, with a second by Anne Sullivan, that in **case number 13-85**, the Board reject
32 the Respondent's request for reinstatement and issue an order stating that the
33 respondent has not provided sufficient evidence for the Board to conclude that the

1 basis for the suspension no longer exists and it would be in the public interest for the
2 license to be reinstated. Roll call vote: Arnold – yes; Buck – yes; Dutcher – yes; Garcia
3 – recused; Hill – yes; Overholtzer – yes; Schoening – recused; Stevens – yes; Sullivan –
4 yes; Wortmann – yes. **MOTION CARRIED.**

5
6 Mary K. Overholtzer moved, with a second by Anne Sullivan, to approve the closed
7 session minutes for August 8, 2014. **MOTION CARRIED UNANIMOUSLY.**

8
9 Board Member Reports:

10 Dr. Buck recently visited Hudson, IA. Hudson is implementing the Teacher
11 Leadership and Compensation System.

12
13 Executive Director’s Report

14 An updated DiSC Profile was distributed to the Board which included newest board
15 member, Erin Schoening and Assistant Attorney General Renner Walker.

16
17 New licensing system update – Mr. Magee provided the Board with a link and asked
18 them to preview the new licensing system and provide their input. They were asked to
19 send their feedback to him, Mike Cavin, BoEE Consultant or Jeff DeBruin, IT
20 Specialist, who are working on implementation of the new system.

21
22 Substitute teachers who hold a license or authorization, coaches and athletic directors
23 will now be reported on Basic Education Data Survey (BEDS). We’ve received support
24 from the Iowa High School Athletic Association (IHSAA) and the Iowa Girls High School
25 Athletic Union (IGHSAU). Reporting of these licensees will verify that they are properly
26 licensed.

27
28 Darcy Lane and Joanne Tubbs attended the Administrative Rules Review Committee
29 (ARRC) Committee meeting. Four of our rules went before the committee – Special
30 Education Endorsement Requirements, Native Language Teaching Authorization,
31 Montessori Authorization and the Activities Administration Authorization.

1 The upcoming Professional Practices Institute (through NASDTEC) will be held on
2 October 28-30, 2014, in Newport, Rhode Island. Attendees include: Larry Hill,
3 Renner Walker, Joanne Tubbs, Darcy Lane and Executive Director Magee.

4
5 The BoEE was acknowledged for their work during the summer. There was a high
6 level of processing done during this time. Positive comments came in from the field
7 regarding the BoEE staff.

8
9 Executive Director Magee reviewed the financial report for FY 14 and FY 15.

10
11 Communication from the Public:

12 Carl Smith, Associate Director of the School of Education at Iowa State University,
13 addressed the Board regarding his concerns of the proposed changes to the Special
14 Education Endorsement Requirements.

15
16 Stakeholder Presentation:

17 Dr. Larry Bice, Administrative Consultant of Practitioner Preparation with the Iowa
18 Department of Education (DE), reviewed the State of Educator Preparation Annual
19 Report with the Board. Dr. Carole Richardson and Matt Ludwig from the DE, also
20 contributed to the annual report.

21
22 Rules:

23 Adopt:

24 Brenda Garcia moved, with a second by Larry Hill, to adopt the proposed change to
25 Chapter 22.3 – School Business Official. **MOTION CARRIED UNANIMOUSLY.**

26
27 Mary K. Overholtzer moved, with a second by Anne Sullivan, to adopt the proposed
28 changes to Chapter 22.2 – Substitute Authorization. **MOTION CARRIED**
29 **UNANIMOUSLY.**

30
31 Larry Hill moved, with a second by Richard Wortmann, to adopt the proposed rule,
32 Chapter 22.5a – Native Language Teaching Authorization. **MOTION CARRIED**
33 **UNANIMOUSLY.**

1 Larry Hill moved, with a second by Dan Dutcher, to not move forward and file a notice
2 to terminate Chapter 22.8 – Montessori Authorization. The proposed rule would have
3 created a Montessori authorization for qualified individuals. Following discussion of
4 concerns raised by members of the Administrative Rules Review Committee, the Board
5 voted to terminate the proposed rule and not pursue creation of this authorization.
6 Roll call vote: Arnold – yes; Buck – absent; Dutcher – yes; Garcia – yes; Hill – yes;
7 Overholtzer – yes; Schoening – yes; Stevens – yes; Sullivan – yes; Wortmann – no.

8 **MOTION CARRIED.**

9
10 Larry Hill moved, with a second by Sara Arnold, to adopt the proposed rule, Chapter
11 22.8 – Activities Administration Authorization. **MOTION CARRIED UNANIMOUSLY.**

12
13 ARRC Review Pending:

14 There was continued discussion regarding the proposed changes to Chapter 14 –
15 Special Education Endorsement Requirements. Modifications were recommended.
16 The Board will continue to look at feedback. Further discussion will continue at the
17 November meeting.

18
19 Notice:

20 Sara Arnold moved, with a second by Richard Wortmann, to file under notice of
21 intended action the proposed rule of Chapter 13.17(4) – Military Exchange License.

22 **MOTION CARRIED UNANIMOUSLY.**

23
24 Items for Discussion:

25 Discussion continued regarding the creation of clear guidelines and expectations for
26 code of conduct and ethics education for educators. This series of changes will allow
27 educators to complete current and relevant training as a condition of licensure
28 renewal, and also for the first issuance of a license when it is not already covered in
29 the preparation program. Chapter 272.2 also states that the Board shall provide this
30 training to any person who holds a license, certificate, authorization, or statement of
31 professional recognition.

1 Discussion continued regarding licensure renewal options. The Board will receive
2 updates on current BoEE discussion regarding competency based renewals, CEUs,
3 and various renewal options and practices available in other states.

4
5 Petitions for Waiver:

6 Anne Sullivan moved, with a second by Mary K. Overholtzer, that in **PFW 14-10 Dr.**

7 **Corey A. Lunn**, the board grant the wavier. Reasons for granting: Dr. Lunn

8 requested a waiver of the requirement to complete a course in noninstructional
9 support service management prior to converting his administrator exchange license.

10 Dr. Lunn currently holds an administrator exchange license issued by the Board.

11 Board staff informed Dr. Lunn via letter that he would need to complete a course in
12 noninstructional support service management prior to converting his administrator

13 exchange license. Dr. Lunn submitted documentation from his administrator

14 preparation program in Minnesota, as well as evidence of relevant experience gained

15 during his previous jobs as a school administrator. The Board found requiring Dr.

16 Lunn to complete the course would cause an undue hardship. Dr. Lunn submitted

17 documentation from his administrator preparation program that indicated he had met

18 the substance of the requirement. He was unable to obtain a course description as

19 requested by Board staff because of changes in personnel within his administrator

20 preparation program and the amount of time that had passed since he completed the

21 program. The Board found that waiving the rule in question, in light of Dr Lunn's

22 unique circumstances, would not prejudice the substantial legal rights of any others.

23 Having found that Dr. Lunn met the substance of the requirement to complete

24 coursework in noninstructional support service management, the Board determined

25 that waiving the rule in question would provide substantially equal protection of

26 public health, safety, and welfare. Roll call vote: Arnold – yes; Buck – absent; Dutcher

27 – yes; Garcia – yes; Hill – no; Overholtzer – yes; Schoening – yes; Stevens – no; Sullivan

28 – yes; Wortmann – no. **MOTION CARRIED.** (Dr. Lunn was present during the

29 discussion of his waiver and addressed the Board.)

30
31 Reports/Approvals

32 Phil Wise provided a legislative update.

1 The Board reviewed the reports of Teacher Candidates by Endorsement and Program
2 Completers from Iowa Educator Preparation Program (2012-13) which were prepared
3 by the DE's Bureau of Educator Quality.

4

5 The Board also reviewed a report listing the BoEE Consultant Presentations that took
6 place during 2013-14.

7

8 There being no further business, Anne Sullivan moved, with a second by Sara Arnold,
9 to adjourn the meeting. Meeting adjourned at 1:50 p.m.

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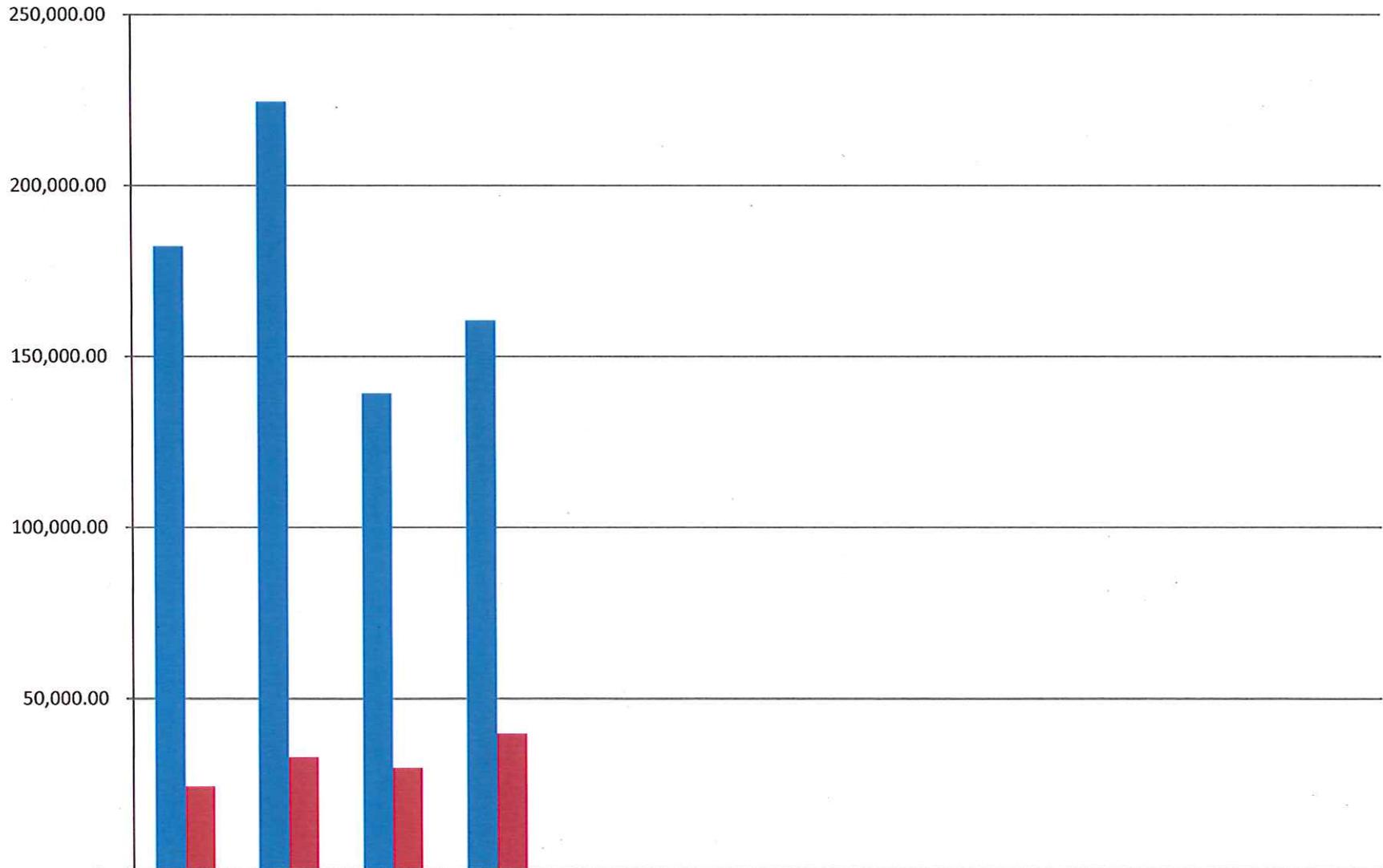
Board of Educational Examiners (BOEE)

Cash Balance

10-Year History

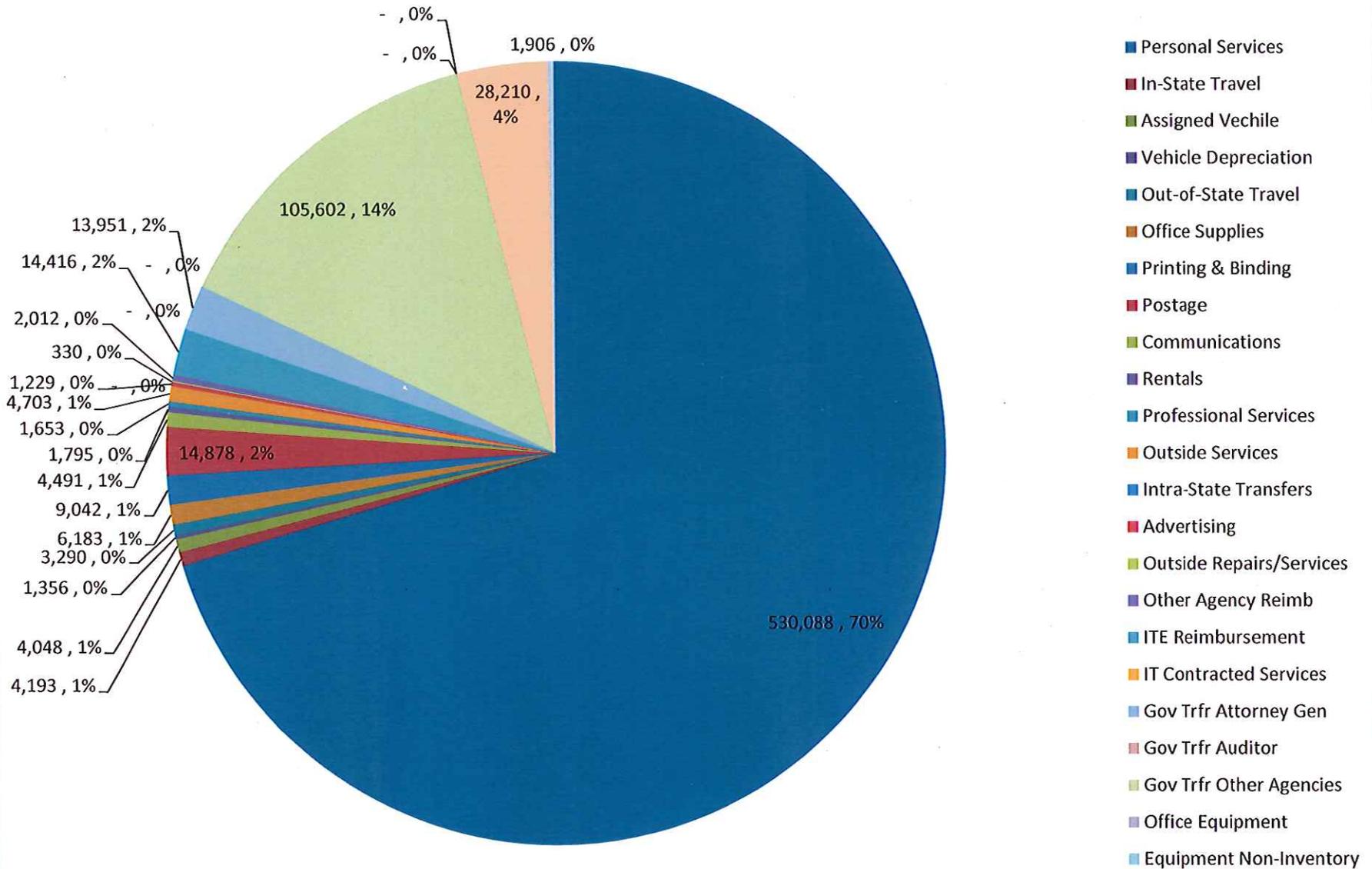
	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	1,176,322	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation												40,974
Total Revenues	832,739	2,151,248	2,165,193	2,102,941	2,072,492	2,026,630	2,066,128	1,919,330	1,882,229	1,672,430	860,357	846,559
Total Expenditures	657,183	2,131,271	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	175,556	19,977	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	1,351,878	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	15%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

Receipts July 2014-June 2015



	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15
Licensure Fees	182,151.	224,507.	139,162.	160,516.								-
DCI Check Fee	24,258.0	32,798.0	29,666.0	39,728.0								-

Expenditures July 2014-June 2015

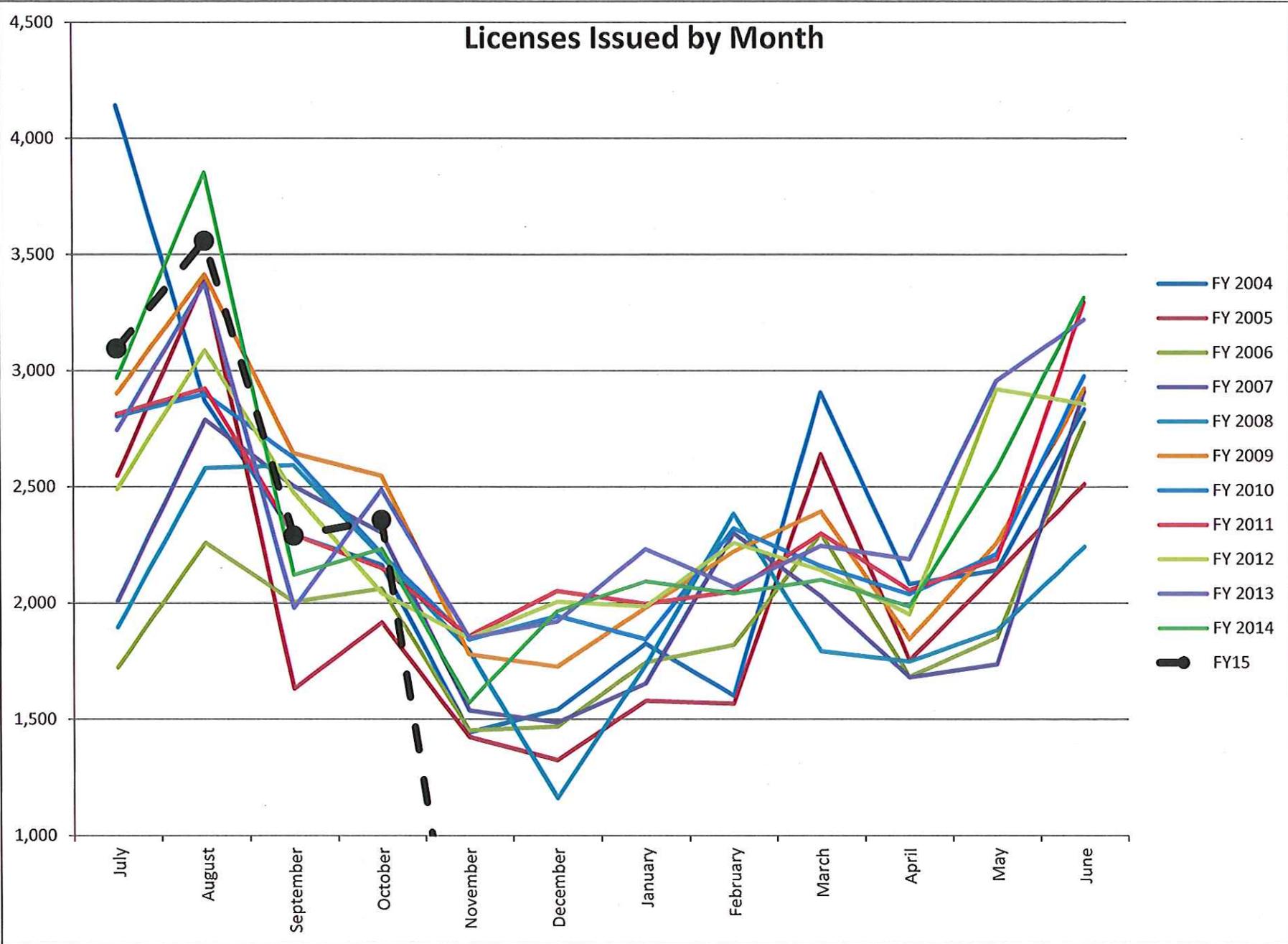


Total # Licenses Issued FY15



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	3,095	3,558	2,289	2,357	-	-	-	-	-	-	-	-

Licenses Issued by Month



FY 15 Balance Sheet / Cashflow Chart															
Licensure Fees (orgn 9397)	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
Receipts															
Brought Fwd from 14	100,000.00	1,076,321.76	-	-	-	-	-	-	-	-	-	-	-	-	1,176,322
Carry Fwd to 16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
234 Gov Transfer in Other Agcy	-	-	63.75	-	-	-	-	-	-	-	-	-	-	-	64
401 Licensure Fees	182,151.25	224,507.25	139,162.50	160,516.50	-	-	-	-	-	-	-	-	-	-	706,338
704 DCI Check Fee	24,258.00	32,788.00	29,666.00	39,728.00	-	-	-	-	-	-	-	-	-	-	126,450
BoEE Total Receipts	206,409.25	257,305.25	168,892.25	200,244.50	-	-	-	-	-	-	-	-	-	-	832,851
401 Licensure Fees (GenFund)	60,179.75	74,254.74	46,053.75	53,140.05	-	-	-	-	-	-	-	-	-	-	233,628
Expenditures															
101 Personal Services	68,313.68	117,136.94	192,754.77	101,882.80	-	-	-	-	-	-	-	50,000.00	50,000.00	-	530,088
202 In-State Travel	134.25	134.35	1,821.45	2,103.43	-	-	-	-	-	-	-	-	-	-	4,193
203 Assigned Vehicle	20.01	302.51	243.48	482.12	-	-	-	-	-	-	-	3,000.00	3,000.00	-	4,048
204 Vehicle Depreciation	-	360.00	360.00	360.00	-	-	-	-	-	-	-	276.00	276.00	-	1,356
205 Out-of-State Travel	-	-	-	2,930.10	-	-	-	-	-	-	-	360.00	360.00	-	3,290
301 Office Supplies	5,000.00	157.81	397.40	477.58	-	-	-	-	-	-	-	150.00	150.00	-	6,183
309 Printing & Binding	-	1,332.00	2,524.04	5,186.18	-	-	-	-	-	-	-	-	-	-	9,042
313 Postage	-	3,732.21	4,255.43	3,540.45	-	-	-	-	-	-	-	3,350.00	3,350.00	-	14,878
401 Communications	471.39	1,161.41	1,194.74	941.61	-	-	-	-	-	-	-	722.00	722.00	-	4,491
402 Rentals	1,410.00	309.78	75.00	-	-	-	-	-	-	-	-	-	-	-	1,795
405 Professional Services	-	100.00	120.00	652.70	-	-	-	-	-	-	-	780.00	780.00	-	1,653
406 Outside Services	-	380.76	1,914.92	2,297.70	-	-	-	-	-	-	-	110.00	110.00	-	4,703
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
408 Advertising	1,229.02	-	-	-	-	-	-	-	-	-	-	-	-	-	1,229
409 Outside Repairs/Services	192.98	-	-	137.14	-	-	-	-	-	-	-	-	-	-	330
414 Other Agency Reimb	-	346.26	1,013.26	346.26	-	-	-	-	-	-	-	306.00	306.00	-	2,012
416 ITE Reimbursement	-	2,186.32	3,477.26	6,052.48	-	-	-	-	-	-	-	2,700.00	2,700.00	-	14,416
418 IT Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
432 Gov Trfr Attorney Gen	-	3,333.33	3,334.36	3,333.33	-	-	-	-	-	-	-	3,950.00	3,950.00	-	13,951
433 Gov Trfr Auditor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
434 Gov Trfr Other Agencies	-	-	48,581.00	27,020.74	-	-	-	-	-	-	-	30,000.00	30,000.00	-	105,602
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
503 Equipment Non-Inventory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
510 IT Equipment & Software	17,821.00	10,208.00	181.00	-	-	-	-	-	-	-	-	-	-	-	28,210
602 SW/CAP/Other Expense	-	-	701.88	714.38	-	-	-	-	-	-	-	490.00	490.00	-	1,906
Total Expenditures	94,592.33	141,181.68	262,949.99	158,459.00	-	96,194.00	96,194.00	-	753,377						
Excess (Deficiency) of Revenue over Expenditures	111,816.92	116,123.57	(94,121.49)	41,785.50	-	-	-	-	-	-	-	(96,194.00)	(96,194.00)	-	79,411
Beginning Cash Balance	100,000.00	211,816.92	1,404,262.25	1,310,204.51	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,255,796.01	-	-
Ending Cash Balance	211,816.92	1,404,262.25	1,310,204.51	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,351,990.01	1,255,796.01	-	-	79,474

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
		Brought Fwd not included															
I53	234	Licensure Fees % - Other Agcy	-	-	63.75	-	-	-	-	-	-	-	-	-	-	-	63.75
I54	401	Licensure Fees %	182,151.25	224,507.25	139,162.50	160,516.50	-	-	-	-	-	-	-	-	-	-	706,337.50
I54	704	DCI Check Fee	24,258.00	32,798.00	29,666.00	39,728.00	-	-	-	-	-	-	-	-	-	-	126,450.00
Gen Fund	401	Licensure Fees	60,179.75	74,254.74	46,053.75	53,140.05	-	-	-	-	-	-	-	-	-	-	233,628.29
		Net Receipts	<u>266,589.00</u>	<u>331,559.99</u>	<u>214,946.00</u>	<u>253,384.55</u>	-	-	-	-	-	-	-	-	-	-	<u>1,066,479.54</u>
0914	401	Refunds	50.00	-	465.00	380.00											895.00

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 2015 Actual	3,095	3,558	2,289	2,357	0	0	0	0	0	0	0	0	11,299
Running Total	3,095	6,653	8,942	11,299	11,299	11,299	11,299	11,299	11,299	11,299	11,299	11,299	
FY 2014 Actual	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
Running Total	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013 Actual	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
Running Total	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012 Actual	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
Running Total	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011 Actual	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
Running Total	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010 Actual	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
Running Total	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009 Actual	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
Running Total	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008 Actual	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
Running Total	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007 Actual	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
Running Total	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006 Actual	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
Running Total	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
Running Total	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
Running Total	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
Proj FY15 for Budget	2,489	3,057	2,287	2,215	1,696	1,705	1,884	2,103	2,210	1,892	2,271	2,902	27,281
Running Total	2,489	5,546	7,833	10,048	11,743	13,448	15,332	17,435	19,644	21,537	23,808	26,710	

Obligations vs. Budget Report
Budget Fiscal Year: 2015

	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent
Resources:				
Balance Forward	\$ 100,000	\$ -		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 706,338	\$ 1,735,513		
704 Other	\$ 126,450	\$ 360,000		
Total Resources:	\$ 932,788	\$ 2,095,513	\$ 1,262,726	39.74%
<i>(Total Revenue)</i>	<u><u>\$ 832,788</u></u>			
Expenditures:				
101 Personal Services	\$ 530,088	\$ 1,533,123	\$ 1,003,035	34.58%
202 In-State Travel	\$ 4,193	\$ 25,000	\$ 20,807	16.77%
203 Assigned Vehicle	\$ 4,048	\$ 5,000	\$ 952	80.96%
204 Vehicle Depreciation	\$ 1,356	\$ 4,000	\$ 2,644	33.90%
205 Out-of-State Travel	\$ 3,290	\$ 20,000	\$ 16,710	16.45%
301 Office supplies	\$ 6,183	\$ 12,000	\$ 5,817	51.52%
309 Printing & Binding	\$ 9,042	\$ 15,000	\$ 5,958	60.28%
313 Postage	\$ 14,878	\$ 38,000	\$ 23,122	39.15%
401 ICN/Communications	\$ 4,491	\$ 15,000	\$ 10,509	29.94%
402 Rentals	\$ 1,795	\$ 3,500	\$ 1,705	51.28%
405 Professional Services	\$ 1,653	\$ 26,000	\$ 24,347	6.36%
406 Outside Services	\$ 4,703	\$ 5,000	\$ 297	94.07%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 1,229	\$ 3,000	\$ 1,771	40.97%
409 Outside Repairs/Ser	\$ 330	\$ 4,000	\$ 3,670	8.25%
414 Other Agency Reimb	\$ 2,012	\$ 12,000	\$ 9,988	16.76%
416 ITD Reimbursement	\$ 14,416	\$ 22,000	\$ 7,584	65.53%
418 IT Contracted services	\$ -	\$ 100,000	\$ 100,000	0.00%
432 Gov Transfer AG	\$ 13,951	\$ 41,000	\$ 27,049	34.03%
433 Gov Transfer Auditor	\$ -	\$ 8,000	\$ 8,000	0.00%
434 Gov Trans Other Agency	\$ 105,602	\$ 360,000	\$ 254,398	29.33%
502 Equipment Inventory	\$ -	\$ 3,100	\$ 3,100	0.00%
503 Equipment Non-Inven	\$ -	\$ 19,000	\$ 19,000	0.00%
510 IT Equipment	\$ 28,210	\$ 60,000	\$ 31,790	47.02%
602 SWICAP	\$ 1,906	\$ 20,000	\$ 18,094	9.53%
705 Refunds	\$ 895	\$ 8,000	\$ 7,105	11.19%
Carryover		\$ -		
Expenditure Subtotal	\$ 754,272	\$ 2,361,723	\$ 1,607,451	31.94%
<i>Revenue Less Expenditures</i>	<u><u>\$ 78,516</u></u>			

(off from Finance report by
\$8,000+ due to inclusion of
refunds)

FY 2015 Actual Revenue for each License Issued

FY 2015 Actual Number of Licenses Issued per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	32	41	20	20									113
Late Fees - online	23	21	8	5									57
Master Ed - Online	127	139	95	83									444
Prof Adm - Online	19	10	15	14									58
Prof Service License	5	8	5	2									20
Standard Lic - Online	270	252	154	147									823
Background	259	382	374	533									1,548
Background in Office	113	127	90	51									381
Initial Teacher lic	192	254	287	422									1,155
Extended initial	16	31	20	34									101
Standard License	259	419	217	171									1,066
Master Ed	180	195	190	140									705
Professional Adm	125	75	79	73									352
Coach Authorization	315	501	267	316									1,399
Substitute License	123	207	151	147									628
Substitute Auth	57	107	114	82									360
Endorsement	204	288	108	116									716
Duplicate Lic	31	29	14	18									92
Tx Evaluation	196	180	89	97									562
Late Payment	117	191	100	346									754
Out-of-state T or A	150	125	68	76									419
Out-of-country	1	0	2	8									11
BTW Driving Instr	13	10	3	5									31
Class A	266	89	119	126									600
Class B	255	306	105	142									808
Calss E	37	54	25	30									146
Class G	1	3	5	2									11
Coach Auth Extend	7	14	5	8									34
Evaluator (New)	0	6	0	0									6
Initial Admn Lic	0	11	11	1									23
Extended initial Adm	0	0	0	0									0
Career & Tech	3	2	4	1									10
Paraeducator	143	114	72	42									371
Para Add Con	15	28	3	3									49
Orientation & Mobility	0	0	0	0									0
SPR	18	28	15	15									76
Teacher Intern Lic	7	6	1	2									16
Initial Prof Service	2	11	1	0									14
Professional Service	21	13	19	9									62
PSL - Class A	2	0	0	1									3
PSL - Class B	0	0	0	0									0
IPREP-Portfolio Review	1	0	0	0									1
SBO	0	2	6	4									12
Native Language Authorization	0	1	1	0									2
SAM	2	4	1	8									15
IJAG Authorization	0	1	6	3									10
Over Payment	5	4	4	5									18
Total # Licenses Issued	3,095	3,558	2,289	2,357	-	11,299							
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

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Total # Licenses Issued	3,095	3,558	2,289	2,357	-	11,299							
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

TAB D – BUDGET REPORT

DOCUMENT FORTHCOMING

MEMO

Date: November 7, 2014

To: Board Members

From: Dr. Mary Lou Nosco

RE: Military Exchange License Presentation

The Military Exchange License was approved by the Board and went into effect August 28, 2013. The first applications were received in spring of 2014.

Originally, I issued some of the veterans and their spouses Regional Exchange licenses since they intended to stay in Iowa. With the new requirement to provide annual data to the Governor, all eligible applicants applying under the Military Exchange license rules will receive a Military Exchange license.

To date, we have issued 18 Military Exchange licenses and approximately half a dozen Regional Exchanges licenses using the Military Exchange license rules.

I had anticipated that there would be less than a dozen licenses given per year not thinking of the proximity to Offutt Air Force Base in Nebraska. The number of licenses issued each year will increase as word gets out among spouses at Offutt.

Emails were sent to 16 of the individuals with Military Exchange licenses requesting feedback. Seven responded; each supplied me with a letter, pictures, and volunteered to come and speak to you. Tawnya Jamison and Brooke Johnson will meet with you during the November meeting. I have attached the pictures and letters from the other respondents.



Jennifer Holder

My family is a military family. Moving, deployment, and temporary duty assignments are part of everyday life. As a military spouse, finding employment every 2-3 years is frustrating. Starting over with taking teacher certification tests and additional coursework increases stress as we prepare to move. Many times, our next assignment is unknown until 3-5 months prior to the move. So, in most situations, there is not enough time to obtain a teaching license and apply for teaching positions to secure employment before we get to our new location.

In some instances, in order to support our family, I have to accept employment that is not in line with my career (or my passion for teaching children) because I am not fully licensed in time.

Recently, we moved from Okinawa, Japan, to North Liberty, Iowa. Obtaining an educator license in Iowa was a much easier process. With my experience, prior educator certification exams, and current (out-of-state) license, I was able to make the transition to the Military Exchange License with less stress than I've encountered with previous moves. In fact, I obtained a license and secured employment prior to getting to our new location.

I am very appreciative of the Iowa Board of Educators for making this license available for military spouses. Your understanding of the difficulties of military life and the desire military spouses have to continue their careers while supporting their families is something I have yet to see from other states. I hope Iowa is setting a precedent that other states will soon follow.

Jennifer Holder

319-333-8069



Lori Brodersen

I was working in North Carolina and my husband was deployed in Afghanistan when I applied and was offered the job in Iowa. We knew he had about two years left in the Army before his contract was up and we debated on moving forward and reenlisting or coming back to Iowa where he is from to start fresh. We had only been married a month before he deployed, and although this was his second tour, it was the first for me. This was a very stressful time for me and was glad the licensing process did not add to that burden.

When I received notification of my new position I began planning for all that I would need to do in anticipation for acquiring an Iowa teaching license. I was excited to see a reduced rate, and simple application. I was able to quickly obtain the required documents and send it off for verification. I expected a much more difficult process and was relieved at the ease of which I was able to complete it. I had heard horror stories of teachers going from state to state, where different coursework, certifications, and deficiencies needed to be met.

I am thankful for the extra time and simplicity of this license so that I was able to transition here easily under the stress of being separated (due to deployment and spouse's final military assignment) for 18 months. The military exchange license is a great way to help military families. What Iowa is doing is a great service to those who serve and protect. I can only hope that other states see this and adopt it into their education systems.

Thank you,

Lori Brodersen



Amber Welvaert

The transfer to get my teaching license was one of the easiest I have done out of the five states I have received my license and taught in. When I applied to get my license in Iowa I got the envelope in the mail and opened it expecting to have to take more tests. In one state I had to take seven tests just to continue teaching. I was so excited to open the envelope with a certificate inside and it did not say I had to take any tests. I received my license and had a job by the next school year. This is a huge weight off my shoulders so that I can focus on teaching and my family and not spending time studying and money on tests only to be able to teach for a few years and move again.



April Morris

First let me open with a huge THANK YOU!!! The military exchange license has allowed me to continue my passion of teaching without having to go back to college. Eight years ago, I was a stay at home mom with no college education. My husband was regularly deployed and I needed something for me. I stumbled upon the MyCAA program that the USAF was offering. This program paid 100% of my AAS in Early Childhood Education. After completing my AAS, I went on to obtain my BA and participated in the Military Exchange Internship Program through the DOD and Purdue University. The opportunities that the Air Force afforded me as a spouse were amazing. I thought I had chosen a career that was portable until we received orders out of Florida. Much to my dismay, I found out that Nebraska would not license me at all unless I went back to college for a year or more. This was not an option. However, after a little research I realized how close Council Bluffs is to Omaha. The military exchange license has been a dream saver. Within two weeks of obtaining my Iowa License I was hired In May of 2014 for the 2014-2015 school year. It was amazing! The military exchange license allowed me a military spouse to continue my career without having to jump through hoops or pay thousands of dollars. It enabled my family the comfort of knowing that I had a teaching positions MONTHS before our move across the country from Florida to Omaha. Most importantly, it has allowed me to continue providing for my family without delay and added stress. The opportunity that Iowa has provided with the military exchange license is commendable and I can't thank you enough.

April K. Morris, Kindergarten Teacher

Edison Elementary School

Council Bluffs Community Schools



Teresa Diane Baker

I had a good experience with the process once I got the correct paperwork to the BOEE. It was less stressful than having to take a test.

I have been in many states where I have had to take history classes, tests, and been on a year probation just to have the right to teach. I am currently on my 28th year of active education in the elementary classroom. These types of things should not happen to those of us who are proven. We sacrifice for our spouses careers and should not have to take a “hit” on ours.

Diane Baker

St Paul the Apostle Catholic School

ADOPTION MEMO

Date: November 7, 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 possible changes to the special education endorsements. If the current proposal were adopted, a K-12 Special Education endorsement would replace the Instructional Strategist I and II endorsements currently utilized.

The proposed amendments were published as ARC 1602C on September 3, 2014. The ARRC reviewed the proposed amendments on September 9, 2014. At the time of the October 10, 2014 board meeting, the board staff received approximately 240 written comments. (Additional comments received after October 10th are attached to this memo.) At the public hearing on September 24, 2014, 52 people signed in and 15 people spoke in opposition to the proposed amendments. (Refer to the October 10, 2014, board packet for the previous written comments and transcript of the public hearing.)

The modified proposal below has taken into consideration the input from public comments from teachers, higher education, special education parents, administrators and other interested parties. The proposed rule takes no action on the K-8, 5-12 Mildly Disabled, K-8, 5-12 Instructional Strategist I, K-12 Instructional Strategist II: BD/LD or K-12 Instructional Strategist II: ID/MD endorsements. The proposed rule would add a new endorsement, K-12 Special Education, with the ability for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement.

14.2(10) K-12 Special Education.

This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model, for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed course work to meet the following program requirements.

(1) Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, Individualized Education Plans, history of special education, inclusive practices, and Iowa service delivery models.

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

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

(4) Academic methods and strategies. To include evidence based models for providing instructional methodologies, adaptation, accommodation and/or intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). Must include methodology for remediation of literacy and math skills.

(5) Preparation in research-based assessment and intervention practices including: applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, Rational Emotive Education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, self-determination; decision-making skills and independent functioning at school, home, and in the community.

(7) Collaborative and transition partnerships. Collaborative and transition partnerships to include awareness of the services, networks, and organizations available including transitional support K-12. Preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators. Strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom. Special emphasis on transitions of students to post-secondary environments.

(8) Assistive/ Instructional Technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

(9) Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) Special Education Specializations

Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. These are not endorsements, nor required for specific assignment, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teacher holding the K-12 Special Education (14.2(10)) endorsement and by completing an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

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

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

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

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

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

Cunningham, Kim [BOEE]

From: Carrie Schaben <cschaben@hcsdcyclones.com>
Sent: Wednesday, October 15, 2014 12:24 PM
To: Cunningham, Kim [BOEE]
Subject: Iowa Board of Educational Examiners

I am contacting you regarding the proposed change to the Special Education Licensure. I have been an educator for 25 years in the state of Iowa and have always felt the BOEE has been fair and put students as their first priority in decisions made regarding educators. I am greatly concerned for children with special needs with the proposed change that the BOEE is considering. Special Education teachers are in great demand in our school systems throughout the state and I realize this is potentially why the BOEE is looking at changes. I fear that this will cause many of these hard-working professionals to move to different areas of education or leave the profession leaving a greater void to fill for these children. Please consider providing initiatives that would invite educators to become Special Education teachers as opposed to penalizing them with these additional licensure requirements. At a minimum at least grandfather teachers with current Special Education licenses into the new changes.

Respectfully submitted,
Carrie Schaben

Carrie Schaben
HCMS 6th Grade Science
HCHS 9th Volleyball Coach

"You cannot build a reputation on what you are going to do." Henry Ford

Cunningham, Kim [BOEE]

From: Toshia Kasperbauer <tkasperbauer@hcsdcyclones.com>
Sent: Thursday, October 16, 2014 9:28 AM
To: Cunningham, Kim [BOEE]
Subject: Proposed SpEd Licensure changes

To the Iowa Board of Educational Examiners:

I am writing in regards to the changes being proposed to the special education licensure. The licenses in Iowa have frequently changed from needing specific licenses for specific areas such as BD, LD, and MD to having a Multicategorical license to be able to teach in all areas. The Multicategorical licensure then changed to a Strat I label. We then recently moved to needing a Strat II licensure to be able to teach a pull out class to students that may need more individualized instruction. When do we put the students best interest first? The current proposal requiring all special education teachers to become K-12 certified penalizes those of us who have fulfilled all of the previous licensure requirements when we have absolutely no interest teaching at every level. The proposal will drive veteran teachers out of special education. I will bend over backwards for the students that I serve on a year to year basis. But to take the time away from school and my family, to attend more classes to fulfill a certification that in no way improves my skills as an educator or my ability to serve students, is an unacceptable solution to the teacher shortage.

I would urge you to grandfather in the Strat I and Strat II licensed teachers under this new certification.

Sincerely,

Toshia Kasperbauer

Endorsements:

- K-6 Teacher Elementary Classroom
- K-8 Multicategorical Resource Mild
- K-8 Instructional Strategist I: Mild/Moderate
- K-12 Athletic Coach

Toshia Kasperbauer

Harlan Community Middle School
7th Grade Instructional Strategist
Student Council and 8th Grade DC Trip Coordinator
712.755.3196

Cunningham, Kim [BOEE]

From: Rebecca Bryan <rbryan@hcsdcyclones.com>
Sent: Thursday, October 16, 2014 9:44 AM
To: Cunningham, Kim [BOEE]
Subject: BOEE - changes to special education licence requirements

It has been brought to my attention that the BOEE is considering changes that would require many current special education teachers to return to school for additional certification in order to meet new requirements. The state may find that the added expense and disruption in the lives of these teachers may be too much to ask of them. Many I have spoken with have decided that if these changes are made, they will retire early, take a position in another department, or leave teaching altogether. Pushing dedicated and experienced teachers out of a field that is hard to fill to begin with seems foolish to me. This will hardly accomplish the goal of offering schools greater numbers and flexibility in meeting their special education needs. Refusing to offer current teachers exemption from this new requirement defies all common sense.

Thank you,
Sincerely,

Rebecca Bryan
Harlan Community Middle School
Social Studies Teacher - 6th Grade
(712)755-3196

Cunningham, Kim [BOEE]

From: Mary Ahrenholtz <mahrenholtz@hcsdcyclones.com>
Sent: Thursday, October 16, 2014 11:28 AM
To: Cunningham, Kim [BOEE]
Subject: special education licensure

I am writing in regard to the recent proposal for all current special education teachers and upcoming graduates of that program to get further education and become K-12 certified.

I have been in education since 1979 and went from being a 6th grade classroom teacher to a special education teacher. This has been my role since 1988.

I did go back to college for my multicategorical endorsement and completed my master's degree in 1994. This was quite a challenge to do as I had two little girls and a husband that was on the road with his job.

If you have never been a special education teacher, then you cannot relate to the stress of this job. Then add on trying to take classes at night along with taking care of children by yourself and doing the daily tasks to keep a household running.

My fear is that you will lose prospective candidates for special education teaching positions if this proposal goes through. For those currently in special education, if they have to go back to college, they will opt out of continuing their career in special education and take teaching positions in other areas.

Please "grandfather in" the current special education teachers if this proposal does go through.

If you would like to contact me, please do so at 712-755-5692 (home) or 712-579-1704 (cell) or email me.

Master Educator's License
K-6 Elementary
K-8 Reading
K-8 LD
K-8 Multi Cat
K-8 Instruct Strat 1

Thank you for your consideration in this matter.
Sincerely,

Mary Ahrenholtz
Resource Room Teacher
Cheerleading Coach

Cunningham, Kim [BOEE]

From: Julie Monson <jmonson@hcsdcyclones.com>
Sent: Monday, October 20, 2014 9:09 AM
To: Cunningham, Kim [BOEE]
Subject: special education licensure

My name is Julie Monson. I have been a general ed. educator in Iowa for the past 22 years. It has been brought to my attention that the BOEE has proposed changes to the Special Education teacher licensure that will not grandfather in the current special education teachers.

I hope that you will not support this measure as many teachers will be forced to go back to school to receive more credentials. For many, that will not be an option both financially and with family obligations. In western Iowa, it is not an easy task to go back to college, while working full-time, and raising a family, as there are no universities in close proximity. For example, my co-teacher, Amy Kaster, would need to get another endorsement for a job that she has been doing for the past 15 years. She has a family, a full-time teaching job, and lives in rural Harlan. Going back to school at this time in her life is not feasible, particularly with one of her own children getting ready to go off to college.

I fear that Iowa will lose special education teachers if this licensure change goes through. Many teachers, who do not have ties to their current school community, will leave the state or the profession. We need to keep our great Iowa teachers! Another issue to consider is that at the college level. Will Iowa colleges be ready for an influx of teachers to return, and will they be able to have programs ready for this new licensure change?

Please do not support this change. Thank you for your time.

Sincerely,

Julie Monson

Middle School Reading Specialist

Harlan Middle School

Harlan, IA 51537

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

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

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

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the existing special education endorsements. Under the proposed amendments, the K-12 special education endorsement would replace the current instructional strategist I and II endorsements. The K-12 special education endorsement increases specific preparation requirements of special education teachers (both in general education and special education preparation), addresses the noncategorical delivery models of special education, and includes coverage of Iowa’s specific special education issues and practices.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, September 26, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the address below, 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, September 24, 2014, at 1 p.m. in the State Board Room, Second 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, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

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 subrules 14.2(2) to 14.2(7) as follows:

14.2(2) *Instructional strategist I: mild and moderate.* This endorsement will sunset July 1, 2019.

a. to d. No change.

14.2(3) *Instructional strategist II: behavior disorders/learning disabilities.* This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with behavior disorders and learning disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. to h. No change.

14.2(4) *Instructional strategist II: intellectual disabilities.* This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with intellectual disabilities

from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. to h. No change.

14.2(5) *Instructional strategist II: physical disabilities.* This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with physical disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. to h. No change.

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

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

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

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

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

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

NOTE: These endorsements are designed for programs serving primarily mildly disabled students; the sensory impaired are not included as “mildly disabled.”

ITEM 2. Adopt the following new subrules 14.2(10) and 14.2(11):

14.2(10) *K-12 special education.* This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed coursework to meet the following program requirements.

a. Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, individualized education plans, history of special education, inclusive practices, and Iowa service delivery models.

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

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

d. Academic methods and strategies. To include evidence-based models for providing instructional methodologies, adaptation, accommodation and intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). The methodology for remediation of literacy and math skills must be included.

e. Preparation in research-based assessment and intervention practices. To include applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, rational emotive education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, and self-determination; decision-making skills; and independent functioning at school and home and in the community.

f. Collaborative and transition partnerships. To include awareness of the services, networks, and organizations available including transitional support K-12; preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators; strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom; and special emphasis on transitions of students to postsecondary environments.

g. Assistive/instructional technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

h. Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) *Special education specializations.* Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. The following specializations are not endorsements and are not required for specific assignments, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by the completion of an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

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

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

c. Behavioral/emotional disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

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

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

ARRC PENDING MEMO

Date: November 7, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.17(4) Military Exchange License

The proposed amendments will be published as ARC 1723C on November 12, 2014. The public hearing will take place on December 13, 2014

On May 26, 2014, Governor Branstad signed into law the Home Base Iowa Act, which is a plan to match veterans to careers in Iowa. The BoEE has already adopted licensure rules to streamline exchange licensing for recent veterans. The following small changes are proposed to bring the existing rules into alignment with the Home Base Iowa Act. The Act calls for licensing provisions that are not limited to recent veterans.

13.17(4) *Military exchange license.*

a. Definitions.

1. **Military Service.** "Military Service" means honorably serving on federal active duty, state active duty, or national guard duty, as defined in Iowa Code section 29A.1, in the military services of other states, as provided in 10 U.S.C. section 101(c), or the organized reserves of the United States, as provided in 10 U.S.C. section 10101.

2. **Veteran.** A "veteran" is an individual who meets the definition of "veteran" in Iowa Code section 35.1(2).

~~a.b.~~ *Spouses of active duty military service applying under 13.3(2).* A three-year nonrenewable military exchange license may be issued to the applicant under the following conditions:

(1) The applicant has completed a traditional teacher preparation program at a regionally accredited and state-approved two- or four-year college.

(2) The applicant is the holder of a valid and current or an expired teaching license from another state.

(3) The applicant provides verification of the applicant's connection to or the applicant's spouse's connection to the military by providing a copy of current military orders with either a marriage license or a copy of a military ID card for the applicant's spouse.

(4) This license may be converted to a one-year regional exchange license upon application and payment of fees.

~~b.c.~~ *Recent veterans (retired or discharged within the past five years as of the date of application) or their spouses applying under 13.3(2).* A five-year teaching license or a one-year exchange license may be issued to an applicant who meets the requirements of 13.17(4) "a"(1) and (2). A veteran must provide a copy of the veteran's DD 214. A spouse must provide a copy of the veteran spouse's DD 214 and the couple's marriage license.

~~c.d.~~ *Spouses of active duty military service, recent veterans, or recent veterans' spouses applying under 13.3(3).* If the applicant has completed a nontraditional teacher preparation program but is not eligible for a teaching license, the applicant will be issued a substitute license, and the initial review for the portfolio review process will be completed by board staff. An applicant must provide verification of connection to the military outlined in 13.17(4) "~~a.b.~~"(3) or 13.17(4) "~~b.c.~~"

e. Military education, training, and service credit. An applicant for the military exchange license may apply for credit for verified military education, training, or service toward any experience or educational requirement for licensure by submitting documentation to the board of educational examiners. The applicant shall identify the experience or licensure requirement to which the credit would be applied if granted. The board of educational examiners shall promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational licensure requirement.

~~d.f.~~ *Fees.* Fees for the background check, evaluation and license issued pursuant to 13.17(4) will be limited to the fee outlined in rule 282—12.1(272), paragraph "2."

DISCUSSION MEMO

Date: November 7, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Ethics Training as a requirement for renewal

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

282—20.1(272) General renewal information. This chapter contains renewal requirements for those individuals desiring to renew the initial, standard, master educator, professional administrator, area education agency administrator, or substitute license or a statement of professional recognition (SPR), and general renewal requirements for all other licenses. Individuals desiring to renew a license issued under some other title are referred to 282—Chapters 22, 23, and 24 for additional specific requirements.

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

20.3(1) Issue date. A renewed license is valid only from and after the date of issuance.

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

20.3(3) Background check. Every renewal applicant is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, and the dependent adult abuse records maintained under Iowa Code chapter 235B. The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

20.3(4) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.
- d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state

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

20.3(6) Trainings for renewal unit. Applicants for the renewal of any license or authorization may submit verification of completion of combined mandatory and non-mandatory trainings to total 15 clock hours per licensure renewal unit for a maximum of 2 units. A list of approved trainings will be provided by the Board of Educational Examiners.

20.3(5)(7) Recency of units for renewal. If a license is renewed on or before the date of expiration, the units for renewal are acceptable if earned during the term of the license. If a license is not renewed on the date of expiration, the units for renewal must have been completed within the five-year period immediately preceding the date of application for the renewal.

20.3(6)(8) Timely renewal. A license may only be renewed less than one year before it expires.

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

20.10(2) Each applicant renewing an SPR must provide documentation that all renewal requirements in subrules 20.3(1) through 20.3 have been met. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

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

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

17.3(2) Renewal requirements for the career and technical secondary license. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). Six units are needed for renewal. These units may be earned in any combination of the units listed below.

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

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

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

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

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

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

282—22.1 (272) Coaching authorization

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

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

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

282—22.2 (272) Substitute authorization.

22.2(1) Application process

c. Renewal. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). The authorization may be renewed upon application and verification of successful completion of:

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

- ~~1. A person is engaged in active duty in the military service of this state or of the United States.~~
- ~~2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
- ~~3. A person is practicing a licensed profession outside this state.~~
- ~~4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~
- ~~5. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.~~

282—22.3 (272) School business official authorization.

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

a. Renewal activities.

(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). In addition to the child and dependent adult abuse mandatory reporter training listed below,

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

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

- ~~(1) The person is engaged in active duty in the military service of this state or of the United States.~~
- ~~(2) The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
- ~~(3) The person is practicing in a licensed profession outside this state.~~
- ~~(4) The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse mandatory reporter training in this state.~~
- ~~(5) The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.~~

282—22.6 (272) School administration manager authorization.

22.6(7) *Renewal.*

b. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). The standard school administration manager authorization may be renewed upon application and verification of successful completion of the following:

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

- ~~1. The person is engaged in active duty in the military service of this state or of the United States.~~
- ~~2. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.~~

282—22.7 (272) iJAG authorization

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

a. Required iJAG training as verified through an iJAG administrator.

b. Child and dependent adult abuse training as stated in 282—subrule 20.3(4).

***c.* Code of professional conduct and ethics training as stated in 282—subrule 20.3(5).**

282—23.5 Behind the Wheel

282—23.5(272,321) *Renewal.* In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). All fees are nonrefundable. The behind-the-wheel driving instructor authorization may be renewed upon application and verification of successful completion of:

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

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

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

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

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

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

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

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

282—24.6 Paraeducator Certificates

282—24.6 (272) Renewal requirements.

24.6(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). The paraeducator certificate may be renewed upon application, payment of a renewal fee as established in 282—Chapter 12, and verification of successful completion of coursework totaling three units in any combination listed below.

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

- ~~a. A person is engaged in active duty in the military service of this state or of the United States.~~
- ~~b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
- ~~c. A person is practicing a licensed profession outside this state.~~
- ~~d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

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

13.5(1) General requirements. The applicant shall:

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

282—13.7(272) Specific requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(1), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting.
- 3. Documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.**

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

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

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

13.16(1) Substitute teacher requirements. A substitute teacher's license may be issued to an

individual who provides verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and who:

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

282—16.2(272) School audiologist.

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

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

282—16.3(272) School nurse.

16.3(2) Requirements.

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

282—16.4(272) School occupational therapist.

16.4(2) Requirements.

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

282—16.5(272) School physical therapist.

16.5(2) Requirements.

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

282—16.6(272) School social worker.

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

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

282—16.7(272) Special education nurse.

16.7(2) Requirements.

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

b. An applicant must submit the following documents:

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

(2) An official transcript.

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

(4) Completion of an approved human relations course.

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

282—16.8(272) Speech-language pathologist.

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

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

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

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

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

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

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

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

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

b. Has three years of teaching experience; and

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

d. Has completed an approved human relations component; and

e. Has completed an exceptional learner component; and

f. Has completed an evaluator approval program.

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

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

a. Is the holder of an Iowa professional service license; and

b. Has three years of experience in an educational setting in the professional service endorsement area; and

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

d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and

e. Has completed an approved human relations component; and

f. Has completed an exceptional learner component; and

g. Has completed the professional education core in 282—paragraphs 13.18(4) “a” through “j”; and

h. Has completed an evaluator approval program; and

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

282—22.1 (272) Coaching authorization.

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

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

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

282—22.2 (272) Substitute authorization

22.2(1) Application process.

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

(1) Authorization program.

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

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

282—22.3 (272) School business official authorization.

22.3(4) Specific requirements for an initial school business official authorization. Applicants for an initial school business official authorization shall have completed the following requirements:

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

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

22.5(3) Requirements.

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

(5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and ~~become aware of the board's rules of professional practice and code of ethics.~~

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

282—22.6 (272) School administration manager authorization.

22.6(4) Specific requirements for an initial school administration manager authorization. Applicants for an initial school administration manager authorization shall have completed the following requirements:

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

282—22.7 (272) iJAG authorization.

22.7(3) Requirements.

(4) Code of ethics. Develop an understanding of how to foster relationships with parents, students, school colleagues, and organizations in the larger community to support students' learning and development and ~~become aware of the board's rules of professional practice and code of ethics.~~

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

(Behind the wheel authorization)

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

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

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

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

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

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

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

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

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

27.2(1) Initial professional service license.

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

DISCUSSION MEMO

Date: November 7, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Licensure Renewal Options

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

DISCUSSION MEMO

Date: November 7, 2014

To: Board Members

From: Duane T. Magee, Executive Director

RE: Career and Technical changes for clarification

The changes below to career and technical licensure will provide the following clarity:

- creates a clear distinction between fully-licensed teachers and those seeking authority through experience by changing the title to “authorization” instead of “license”
- requires that a school district is wishing to hire the applicant
- provides clarity to the definition of “recent” experience
- requires ethics training
- creates an updated list of required coursework
- adds mentoring and induction
- eliminates redundant endorsements for teachers

282—17.2 22.9 (272) Requirements for the ~~initial~~ career and technical secondary license authorization. This license is valid for five years.

22.9 (1) Authorization. This license authorization is provided to noneducators entering the education profession to instruct in occupations and specialty “fields” that are recognized in career and technical service areas and career cluster areas.

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

22.9 (2) Application process. Any person interested in the career and technical secondary authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>. ~~Applicants must commit to complete the following requirements within the term of this license. Holders of this license are expected to make annual progress at a minimum rate of one course per year to complete the studies.~~

~~*a.* A new teachers’ workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first year of license validity.~~

~~*b.* Competency development in the methods and techniques of teaching.~~

~~*c.* Competency development in course and curriculum development.~~

~~*d.* Competency development in the measurement and evaluation of programs and students.~~

~~*e.* Competency development in the history and philosophy (foundations) of career and technical education.~~

~~*f.* An approved human relations course as described in rule 282—13.22(272).~~

22.9(3) Specific Requirements for the initial career and technical authorization

a. The applicant must meet the background check requirements for licensure set forth in 282—13.1.

b. The applicant must obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant.

c. An applicant for this authorization must have completed 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. If the candidate also holds a bachelor's degree, the experience requirement is 4,000 hours. This experience should be no more than ten years old at the time of application. Experience that does not meet this criteria may be considered at the discretion of the executive director. In subjects which require state registration, certification or licensure, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary authorization or the career and technical secondary authorization will be issued.

d. The applicant must provide documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

e. Applicants must commit to complete the following requirements within the term of this authorization. Coursework must be completed for college credit from a regionally-accredited institution:

- A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first two years of authorization validity. The mentoring and induction program will satisfy this requirement.
- Coursework in the methods and techniques of career and technical education.
- Coursework in course and curriculum development.
- Coursework in the measurement and evaluation of programs and students.
- An approved human relations course as described in rule 282—13.22(272).
- Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented

~~a. Individuals who believe that their previous college coursework, professional experiences or formal education and preparation indicate mastery of competencies in the required study areas may have the specific requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions which has an approved teacher education program. The results of the competency determination will be forwarded with recommendations to the board of educational examiners. Board personnel will make final determination as to the competencies mastered and cite studies which yet need to be completed, if any.~~

f. The applicant must be assigned a mentor if hired by a public school district.

22.9(4) Validity. The initial career and technical authorization is valid for two years.

22.9(5) Renewal. The initial career and technical authorization may be renewed once if the candidate can demonstrate successful experience and that coursework progress has been made.

22.9(6) Conversion. The initial career and technical authorization may be converted to a career and technical secondary authorization if the applicants have met the following:

a. Completion of the required coursework set forth in 17.2(3)(e).

b. The applicant must show evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school.

c. Documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial authorization and be no more than three years old at the time of application.

282—17.3(272) 22.9(7) Specific requirements for the career and technical secondary license authorization.

a. This license authorization is valid for five years.

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

~~17.3(2) c.~~ Renewal requirements for the career and technical secondary license authorization. Applicants for renewal must meet the requirements set forth in **282—20.5 (272) (1) and (2)a-d**. Six units are needed for renewal. These units may be earned in any combination of the units listed below.

~~a.~~ One renewal unit may be earned for each semester hour of credit which advances an applicant toward the completion of a degree program.

~~b.~~ One renewal unit may be earned for each semester hour of credit completed which may not lead to a degree but which adds greater technical depth/competence to the endorsement(s) held.

~~c.~~ Renewal units may be earned upon the completion of staff development programs approved through guidelines established by the board of educational examiners or a technical update program approved by the board of educational examiners.

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

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

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

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

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

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

22.9(8)Revocation and suspension. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the initial career and technical authorization or career and technical authorization. If a school district hires an applicant without a valid license or authorization, a complaint may be filed against the teacher and the superintendent of the school district.

282—17.1 (272) Requirements for secondary level (grades 7-12) license. The initial license with the appropriate endorsement will be issued if the requirements of rules 282—13.6(272) and 282—13.18(272) for initial licensing have been met.

17.1(1) Secondary level career and technical endorsements. The following are required for adding secondary level career and technical endorsements to an initial, standard, master educator, or permanent professional teaching license.

a. Agricultural sciences and agribusiness.

(1) Completion of 24 semester credit hours in agriculture and agriculture education to include:

1. Foundations of vocational and career education.
2. Planning and implementing courses and curriculum.
3. Methods and techniques of instruction to include evaluation of programs and students.
4. Coordination of cooperative education programs.
5. Coursework in each of the following areas and at least 3 semester credit hours in five of the following areas:

- Agribusiness systems;
- Power, structural, and technical systems;
- Plant systems;
- Animal systems;
- Natural resources systems;
- Environmental service systems; and
- Food products and processing systems.

(2) One thousand hours of work experience in one or more of the areas listed in 17.1(1)“e.”

b. Marketing/distributive education. Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics. Three thousand hours of recent, relevant work experience in occupations where the distribution of goods and services was the prime function. Coursework in foundations of career and technical education, in curriculum design oriented to marketing, and in the coordination of cooperative education programs.

c. Office education. Completion of 24 semester hours in business to include coursework in office management, business communications, word and data processing, and computer applications in business. Three thousand hours of recent, relevant work experience in an office-related occupation.

Coursework in foundations of career and technical education, in curriculum design oriented to office education, and in the coordination of cooperative education programs.

d. Consumer and homemaking education. Completion of 24 semester hours in food and nutrition, consumer education, family living and parenthood education, child development, housing, home and resource management, and clothing and textiles. Four hundred hours of work experience in one or more homemaking or consumer-related occupations. Coursework in consumer and homemaking education to education, course and curriculum development, and evaluation of programs and students.

e. Career and technical home economics.

(1) Option 1. Completion of the requirements for consumer and homemaking education (see 17.1(1)“d”) and special preparation in the career and technical area or 400 hours of employment related specifically to the career and technical area.

~~(2) Option 2. Completion of a baccalaureate degree with a major in the career and technical area, coursework in methods and techniques of teaching, course and curriculum development, evaluation of programs and students, foundations of career and technical education, coordination of cooperative programs and a teaching practicum (supervised or assessment of other teaching experience), and 400 hours of employment related specifically to the career and technical area.~~

17.1(2) 13.28(33) *Multioccupations.* Completion of any 75-12 endorsement, and in addition thereto, coursework in foundations of career and technical education, coordination of cooperative programs, and competency-based curriculum development. Four thousand hours of career and technical experience in two or more occupations. The multioccupations endorsement also authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school-sponsored, on-the-job situations.

17.1(3) *Specialized secondary career and technical endorsement programs.* These are bachelor's degree programs which include specific preparation in career and technical teacher education.

a. Health occupations. Four thousand hours of health care related career and technical experience within five years preceding application for licensure in the occupation to be taught. Program completion leading to registration, certification, or licensure in Iowa in the health specialty to be taught.

Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and students.

b. Trade and industrial subjects. Demonstrated career and technical competence in an industrial, trade, or technical field by completion of a minimum of 4,000 hours of practical, hands-on experience in the area in which the endorsement is sought or written examination. Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and students.

c. Engineering.

~~(1) Completion of a baccalaureate degree in engineering.~~

~~(2) Demonstrated career and technical competence in engineering by completion of a minimum of 4,000 hours of practical, hands-on experience in engineering.~~

~~(3) Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and strategies of STEM instruction, and assessment of STEM programs and students.~~

Date: November 7, 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: Holly Karr-White

License: Karr-White is seeking a statement of professional recognition in social work.

Reason for Waiver: The rule requires verification of a master's degree in social work. Karr-White does not have a master's degree in social work but does have an L.M.S.W from the Iowa Department of Public Health. She also holds a master's degree in education.

Rule Citation:

282—16.6(2)(272) Requirements. The special education director (or designee) of the area education agency of local education agency must submit an application to request that the authorization be issued. The application must include:

- a. An official transcript that reflects the master's degree in social work; and . . .

Rationale: The statement of professional recognition is intended to allow BoEE licensure of individuals who are also licensed by another professional standards board. Karr-White has been licensed by the Iowa Department of Public Health as a social worker since 1998.

Staff recommendation: Grant the waiver. Karr-White is fully licensed by the Iowa Department of Public Health. The board has granted a very similar waiver in the past.

Hardship: Karr-White states that she will be unable to accept a position as a school social worker if the waiver is not granted.

Prejudice to Others: In PFW 08-15, the board granted a waiver requested by a petitioner who held a master's degree in education (but not in social work) and was licensed to be a social worker by the Iowa Department of Public Health.

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