

1 **STATE OF IOWA**
2 **BOARD OF EDUCATIONAL EXAMINERS**
3 **701 E. Court Ave., Suite A**
4 **Des Moines, Iowa 50309**
5

6 **Minutes**
7 **November 15, 2024**
8

9 The Board of Educational Examiners (Board or BoEE) held a meeting on November 15,
10 2024. Chad Janzen, Board Chair, called the meeting to order at 8:30 a.m. Members
11 attending were Kathy Behrens, Pam Bleam, Davis Eidahl, Eric St Clair, Ryan Weldon
12 and Miranda Brus. Also in attendance was Mike Cavin, Executive Director, Beth
13 Myers, Attorney/Investigator, Diane Dennis, Lori Lavorato, William Rector and
14 Matthew Barron, Investigators, David Steward, Assistant Attorney General. Tim
15 Bower, Daniel Zylstra and Michael Lock were unable to attend.
16

17 Eric St Clair moved, with a second by Ryan Weldon, to approve the agenda. **MOTION**
18 **CARRIED UNANIMOUSLY**
19

20 Kathy Behrens with a second by Pam Bleam to approve the consent agenda (minutes
21 for October 22, 2024). **MOTION CARRIED UNANIMOUSLY.**
22

23 Kathy Behrens moved, with a second by Davis Eidahl, that the Board go into closed
24 session for the purpose of discussing closed session minutes whether to initiate
25 licensee disciplinary proceedings, the decision to be rendered in a contested case,
26 confidential health information, and mental health information, pursuant to Iowa
27 Code sections 21.5(1)(a), (d), and (f). Roll call vote: Behrens – yes; Bleam – yes; Eidahl
28 – yes; Janzen – yes; St Clair – yes; Weldon – yes; Brus – yes; **MOTION CARRIED**
29 **UNANIMOUSLY**
30

31 The Board returned to open session.
32

1 Ryan Weldon moved, with a second by Pam Bleam, that in **case numbers 24-164**, the
2 Board find that the evidence gathered in the investigations, including witness
3 statements and the documentary evidence, does not substantiate the allegations in the
4 complaints, and that the Board therefore lacks probable cause to proceed with this
5 matter. Roll call vote: Behrens – no; Bleam – yes; Eidahl – yes; Janzen – abstained; St
6 Clair – yes; Weldon – yes; Brus – yes **MOTION CARRIED**

7
8 Pam Bleam moved, with a second by Miranda Brus, that in **case number 24-03**, the
9 Board find probable cause to establish a violation of the Code of Professional Conduct
10 and Ethics, 282 IAC rule 25.3(1)e(4), 25.3(6)c, and order the Board staff to proceed
11 with the case. **MOTION CARRIED UNANIMOUSLY**

12
13 Miranda Brus moved, with a second by Kathy Behrens, that in **case number 24-166**,
14 the Board find that, although one or more of the allegations in the complaint may be
15 substantiated by the witnesses interviewed in the course of the investigation and the
16 documents gathered in the course of the investigation, and the allegations may
17 constitute a technical violation of the board’s statute or administrative rules; the
18 evidence before the board indicates that adequate steps have been taken to remedy
19 the violation and to ensure that incidents of a similar nature do not occur in the
20 future. The Board will not pursue formal disciplinary action in this matter. **MOTION**
21 **CARRIED UNANIMOUSLY**

22
23 Miranda Brus moved, with a second by Kathy Behrens, that in **case number 24-170**,
24 find that, although one or more of the allegations in the complaint may be
25 substantiated by the witnesses interviewed in the course of the investigation and the
26 documents gathered in the course of the investigation, and the allegations may
27 constitute a technical violation of the board’s statute or administrative rules; the
28 evidence before the board indicates that adequate steps have been taken to remedy
29 the violation and to ensure that incidents of a similar nature do not occur in the
30 future. The Board will not pursue formal disciplinary action in this matter. **MOTION**
31 **CARRIED UNANIMOUSLY**

32

1 Davis Eidahl moved, with a second by Miranda Brus, that in **case number 24-126**,
2 the Board find probable cause to establish a violation of the Code of Professional
3 Conduct and Ethics, 282 IAC rules 25.3(1)e(4) and 25.3(8)a, and order the Board staff
4 to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

5
6 Davis Eidahl moved, with a second by Eric St Clair, that in **case number 24-144**, the
7 Board find probable cause to establish a violation of the Code of Professional Conduct
8 and Ethics, 282 IAC rules 25.3(2)b, and order the Board staff to proceed with the case.
9 **MOTION CARRIED UNANIMOUSLY**

10
11 Kathy Behrens moved, with a second by Pam Bleam, that in **case number 24-140**, the
12 Board finds that the evidence gathered in the investigation, including witness
13 statements and the documentary evidence, does not substantiate the allegations in the
14 complaint, and that the Board therefore lacks probable cause to proceed with this
15 matter. **MOTION CARRIED UNANIMOUSLY**

16
17 Eric St Clair moved, with a second by Ryan Weldon, that in **case number 24-95**, the
18 Board find probable cause to establish a violation of the Code of Professional Conduct
19 and Ethics, 282 IAC rules 25.3(3)b, 25.3(8)a, and order the Board staff to proceed with
20 the case. **MOTION CARRIED UNANIMOUSLY**

21
22 Ryan Weldon moved, with a second by Pam Bleam, that in **case number 24-127**, the
23 Board finds that the evidence gathered in the investigation, including witness
24 statements and the documentary evidence, does not substantiate the allegations in the
25 complaint, and that the Board therefore lacks probable cause to proceed with this
26 matter. **MOTION CARRIED UNANIMOUSLY**

27
28 Eric St Clair moved, with a second by Pam Bleam, that in **case number 24-153**, the
29 Board find probable cause to establish a violation of the Code of Professional Conduct
30 and Ethics, 282 IAC rule 25.3(3)e, 25.3(6)m, and order the Board staff to proceed with
31 the case. **MOTION CARRIED UNANIMOUSLY**

1 Pam Blead moved, with a second by Eric St Clair, that in **case number 24-161**, the
2 Board find probable cause to establish a violation of the Code of Professional Conduct
3 and Ethics, 282 IAC rule 25.3(4)b, and order the Board staff to proceed with the case.

4 **MOTION CARRIED UNANIMOUSLY**

5

6 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-222**,
7 the Board find that, although one or more of the allegations in the complaint may be
8 substantiated by the witnesses interviewed in the course of the investigation and the
9 documents gathered in the course of the investigation, and the allegations may
10 constitute a technical violation of the board's statute or administrative rules; the
11 evidence before the board indicates that the alleged violation is not of sufficient
12 magnitude to warrant a hearing. The Board will not pursue formal disciplinary action
13 in this matter. **MOTION CARRIED UNANIMOUSLY**

14

15 Davis Eidahl moved, with a second by Eric St Clair, that in **case number 24-174**, the
16 Board finds probable cause to establish a violation of the Code of Professional Conduct
17 and Ethics, 282 IAC rule 25.3(6)t, and order the Board staff to proceed with the case.

18 **MOTION CARRIED UNANIMOUSLY**

19

20 Kathy Behrens moved, with a second by Pam Blead, that in **case number 24-156**, the
21 Board finds probable cause to establish a violation of the Code of Professional Conduct
22 and Ethics, 282 IAC rule 25.3(6)c, and order the Board staff to proceed with the case.

23 Roll call vote: Behrens – yes; Blead – yes; Eidahl – yes; Janzen – no; St Clair – yes;

24 Weldon – no; Brus – yes; **MOTION CARRIED**

25

26 Ryan Weldon moved, with a second by Kathy Behrens that in **case number 24-184**,
27 the Board finds probable cause to establish a violation of the Code of Professional
28 Conduct and Ethics, 282 IAC rule 25.3(6)c, d and 25.3(8) a & b, and order the Board
29 staff to proceed with the case. Roll call vote: Behrens – yes; Blead – yes; Eidahl – no;
30 Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION CARRIED**

31

32 Davis Eidahl moved, with a second by Eric St Clair, that in **case number 24-188**, the
33 Board finds that the evidence gathered in the investigation, including witness

1 statements and the documentary evidence, does not substantiate the allegations in the
2 complaint, and that the Board therefore lacks probable cause to proceed with this
3 matter. **MOTION CARRIED UNANIMOUSLY**

4
5 Davis Eidahl moved, with a second by Eric St Clair, that in **case number 24-189**, the
6 Board finds probable cause to establish a violation of the Code of Professional Conduct
7 and Ethics, 282 IAC rule 25.3(6)o, and order the Board staff to proceed with the case.

8 **MOTION CARRIED UNANIMOUSLY**

9
10 Ryan Weldon moved, with a second by Miranda Brus, that in **case number 24-182**,
11 the Board finds that the evidence gathered in the investigation, including witness
12 statements and the documentary evidence, does not substantiate the allegations in the
13 complaint, and that the Board therefore lacks probable cause to proceed with this
14 matter. **MOTION CARRIED UNANIMOUSLY**

15
16 Director Cavin recused from closed session discussion of case no. 24-160. Pam Bleam
17 moved, with a second by Eric St Clair that in **case number 24-160**, the Board finds
18 probable cause to establish a violation of the Code of Professional Conduct and Ethics,
19 282 IAC rule 25.3(6)t, and order the Board staff to proceed with the case. **MOTION**

20 **CARRIED UNANIMOUSLY**

21
22 Miranda Brus moved, with a second by Ryan Weldon, that in **case number 24-133**,
23 the Board finds that the evidence gathered in the investigation, including witness
24 statements and the documentary evidence, does not substantiate the allegations in the
25 complaint, and that the Board therefore lacks probable cause to proceed with this
26 matter. **MOTION CARRIED UNANIMOUSLY**

27
28 Davis Eidahl moved, with a second by Miranda Brus, that in **case number 24-157**,
29 the Board finds that the evidence gathered in the investigation, including witness
30 statements and the documentary evidence, does not substantiate the allegations in the
31 complaint, and that the Board therefore lacks probable cause to proceed with this
32 matter. **MOTION CARRIED UNANIMOUSLY**

1 Davis Eidahl moved, with a second by Miranda Brus, that in **case number 24-158**,
2 the Board finds that the evidence gathered in the investigation, including witness
3 statements and the documentary evidence, does not substantiate the allegations in the
4 complaint, and that the Board therefore lacks probable cause to proceed with this
5 matter. **MOTION CARRIED UNANIMOUSLY**

6

7 Davis Eidahl moved, with a second by Miranda Brus, that in **case number 24-159**,
8 the Board finds that the evidence gathered in the investigation, including witness
9 statements and the documentary evidence, does not substantiate the allegations in the
10 complaint, and that the Board therefore lacks probable cause to proceed with this
11 matter. **MOTION CARRIED UNANIMOUSLY**

12

13 Eric St Clair moved, with a second by Ryan Weldon, that in **case number 24-217**, the
14 Board finds that the evidence gathered in the investigation, including witness
15 statements and the documentary evidence, does not substantiate the allegations in the
16 complaint, and that the Board therefore lacks probable cause to proceed with this
17 matter. **MOTION CARRIED UNANIMOUSLY**

18

19 Eric St Clair moved, with a second by Ryan Weldon, that in **case number 24-218**, the
20 Board finds 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 Kathy Behrens moved, with a second by Miranda Brus, that the Board accept the
26 respondent's waiver of hearing and voluntary surrender in **case number 24-212**, and
27 issue an order permanently revoking the license with no possibility of reinstatement.
28 **MOTION CARRIED UNANIMOUSLY**

29

30 Eric St Clair moved, with a second by Ryan Weldon, that the Board accept the
31 respondent's waiver of hearing and voluntary surrender in **case number 23-214**, and
32 issue an order permanently revoking the license with no possibility of reinstatement.
33 **MOTION CARRIED UNANIMOUSLY**

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Ryan Weldon moved, with a second by Davis Eidahl, that in **case number 23-216**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY**

Kathy Behrens moved, with a second by Pam Bleam, that in **case number 24-67**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY**

Miranda Brus moved, with a second by Kathy Behrens, that in **case number 24-05**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY**

Ryan Weldon moved, with a second by Davis Eidahl, that in **case number 23-75**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY**

Pam Bleam moved, with a second by Miranda Brus, that in **case number 24-08**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed up on sanction. **MOTION CARRIED UNANIMOUSLY**

Kathy Behrens moved, with a second by Pam Bleam, that in **case numbers 24-32**, the Board accept the agreement submitted by the parties, and issue an Order incorporating the agreement and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY**

Ryan Weldon moved, with a second by Pam Bleam, that in **case numbers 24-18**, the Board accept the agreement submitted by the parties, and issue an Order

1 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
2 **CARRIED UNANIMOUSLY**

3
4 Kathy Behrens moved, with a second by Eric St Clair, that the Board not initiate
5 review of the proposed decision in **case number 23-187**, In the Matter of Jeffery Kline,
6 and allow the proposed decision to become the final decision of the Board unless an
7 appeal is taken by one of the parties within the time allowed by rule. **MOTION**
8 **CARRIED UNANIMOUSLY**

9
10 Kathy Behrens moved, with a second by Pam Bleam, to extend the 180-day deadline
11 for issuance of the final decision in **case number 24-119**, although the respondent
12 has objected to the extended time, probable cause of an ethical violation has been
13 determined by the Board. Additional time is needed to schedule a hearing and
14 complete the contested case process and retaining this pending licensing matter
15 reinforces the significance of due process for both the complainant and the respondent
16 within the licensing disciplinary system. **MOTION CARRIED UNANIMOUSLY**

17
18 Kathy Behrens moved, with a second by Pam Bleam, to extend the 180-day deadline
19 for issuance of the final decision in **case number 24-134**, based upon the amount of
20 time needed to complete the investigation and conclude the contested case process.
21 The respondent did not file an objection to the extension even though given an
22 opportunity to object, and retaining this pending licensing matter ensures that any
23 potential threats or risks to students are thoroughly evaluated while also guaranteeing
24 the educator has the opportunity to dispute the alleged ethical wrongdoing. **MOTION**
25 **CARRIED UNANIMOUSLY**

26
27 Eric St Clair moved, with a second by Miranda Brus, to extend the 180-day deadline
28 for issuance of the final decision in **case number 24-144**, based upon the need to
29 schedule the hearing and conclude the contested case process and the Respondent did
30 not file an objection to the extension even though given an opportunity to object.
31 Dismissal of the case would undermine public trust in educational licenses and would
32 result in disparate treatment of similar ethical violations. **MOTION CARRIED**
33 **UNANIMOUSLY**

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Ryan Weldon moved, with a second by Pam Blear, to extend the 180-day deadline for issuance of the final decision in **case number 24-152**, based upon the amount of time needed to complete the investigation and conclude the contested case process. The respondent did not file an objection to the extension even though given an opportunity to object, justice would not be served by dismissing a pending complaint concerning alleged ethical wrongdoing of an educator given the need to maintain safe learning environments for Iowa students. **MOTION CARRIED UNANIMOUSLY**

Kathy Behrens moved, with a second by Eric St Clair, to extend the 180-day deadline for issuance of the final decision in **case number 24-153**, based upon the need to schedule the hearing and conclude the contested case process and the Respondent did not file an objection to the extension even though given an opportunity to object. Retaining this pending licensing matter reinforces the significance of due process for both the complainant and the respondent within the licensing disciplinary system. **MOTION CARRIED UNANIMOUSLY**

Ryan Weldon moved, with a second by Kathy Behrens, to extend the 180-day deadline for issuance of the final decision in **case number 24-155**, based upon the amount of time needed to complete the investigation and conclude the contested case process. The respondent does not object to the extension, dismissal of the case would undermine public trust in educational licenses and would result in disparate treatment of similar ethical violations. **MOTION CARRIED UNANIMOUSLY**

Kathy Behrens moved, with a second by Miranda Brus, to extend the 180-day deadline for issuance of the final decision in **case number 24-131**, based upon the need to schedule the hearing and conclude the contested case process. The respondent does not object to the extension, dismissal of the case would undermine public trust in educational licenses and would result in disparate treatment of similar ethical violations. **MOTION CARRIED UNANIMOUSLY**

Ryan Weldon moved, with a second by Eric St Clair, to extend the 180-day deadline for issuance of the final decision in **case number 24-135** based upon the need to

1 schedule the hearing and conclude the contested case process. The respondent did not
2 file an objection to the extension even though given an opportunity to object, retaining
3 this pending licensing matter ensures that any potential threats or risks to students
4 are thoroughly evaluated while also guaranteeing the educator has the opportunity to
5 dispute the alleged ethical wrongdoing. Roll call vote: Behrens – yes; Bleam – yes;
6 Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION**
7 **CARRIED**

8
9 Kathy Behrens moved, with a second by Miranda Brus, to extend the 180-day deadline
10 for issuance of the final decision in **case number 24-136**, based upon the need to
11 schedule the hearing and conclude the contested case process. The respondent does
12 not object to the extension, justice would not be served by dismissing a pending
13 complaint concerning alleged ethical wrongdoing of an educator given the need to
14 maintain safe learning environments for Iowa students. Roll call vote: Behrens – yes;
15 Bleam – yes; Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes;
16 **MOTION CARRIED**

17
18 Miranda Brus moved, with a second by Ryan Weldon, to extend the 180-day deadline
19 for issuance of the final decision in **case number 24-137**, based upon the need to
20 schedule the hearing and conclude the contested case process. The respondent does
21 not object to the extension, justice would not be served by dismissing a pending
22 complaint concerning alleged ethical wrongdoing of an educator given the need to
23 maintain safe learning environments for Iowa students. Roll call vote: Behrens – yes;
24 Bleam – yes; Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes;
25 **MOTION CARRIED**

26
27 Kathy Behrens moved, with a second by Eric St Clair, to extend the 180-day deadline
28 for issuance of the final decision in **case number 24-138**, based upon the need to
29 schedule the hearing and conclude the contested case process. The respondent did not
30 file an objection to the extension even though given an opportunity to object, justice
31 would not be served by dismissing a pending complaint concerning alleged ethical
32 wrongdoing of an educator given the need to maintain safe learning environments for

1 Iowa students. Roll call vote: Behrens – yes; Bleam – yes; Eidahl – yes; Janzen –
2 abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION CARRIED**

3

4 Miranda Brus moved, with a second by Pam Bleam, to extend the 180-day deadline for
5 issuance of the final decision in **case number 24-139** based upon the need to
6 schedule the hearing and conclude the contested case process. The respondent does
7 not object to the extension, justice would not be served by dismissing a pending
8 complaint concerning alleged ethical wrongdoing of an educator given the need to
9 maintain safe learning environments for Iowa students. Roll call vote: Behrens – yes;
10 Bleam – yes; Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes;
11 **MOTION CARRIED**

12

13 Kathy Behrens moved, with a second by Eric St Clair, to extend the 180-day deadline
14 for issuance of the final decision in **case number 24-141** although the respondent has
15 objected to the extended time, probable cause of an ethical violation has been
16 determined by the Board. Additional time is needed to schedule a hearing and
17 complete the contested case process, retaining this pending licensing matter ensures
18 that any potential threats or risks to students are thoroughly evaluated while also
19 guaranteeing the educator has the opportunity to dispute the alleged ethical
20 wrongdoing. **MOTION CARRIED UNANIMOUSLY**

21

22 Kathy Behrens moved, with a second by Miranda Brus, to extend the 180-day deadline
23 for issuance of the final decision in **case number 24-147** based upon the need to
24 schedule the hearing and conclude the contested case process. The respondent does
25 not object to the extension, justice would not be served by dismissing a pending
26 complaint concerning alleged ethical wrongdoing of an educator given the need to
27 maintain safe learning environments for Iowa students. Roll call vote: Behrens – yes;
28 Bleam – yes; Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes;
29 **MOTION CARRIED**

30

31 Pam Bleam moved, with a second by Ryan Weldon, to extend the 180-day deadline for
32 issuance of the final decision in **case number 24-148** based upon the need to
33 schedule the hearing and conclude the contested case process, respondent did not file

1 an objection to the extension even though given an opportunity to object, justice would
2 not be served by dismissing a pending complaint concerning alleged ethical
3 wrongdoing of an educator given the need to maintain safe learning environments for
4 Iowa students. Roll call vote: Behrens – yes; Bleam – yes; Eidahl – yes; Janzen –
5 abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION CARRIED**

6
7 Kathy Behrens moved, with a second by Eric St Clair, to extend the 180-day deadline
8 for issuance of the final decision in **case number 24-149** based upon the need to
9 schedule the hearing and conclude the contested case process. The respondent did not
10 file an objection to the extension even though given an opportunity to object, retaining
11 this pending licensing matter ensures that any potential threats or risks to students
12 are thoroughly evaluated while also guaranteeing the educator has the opportunity to
13 dispute the alleged ethical wrongdoing. Roll call vote: Behrens – yes; Bleam – yes;
14 Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION**
15 **CARRIED**

16
17 Ryan Weldon moved, with a second by Miranda Brus, to extend the 180-day deadline
18 for issuance of the final decision in **case number 24-150** based upon the need to
19 schedule the hearing and conclude the contested case process. The respondent does
20 not object to the extension, and justice would not be served by dismissing a pending
21 complaint concerning alleged ethical wrongdoing of an educator given the need to
22 maintain safe learning environments for Iowa students. Roll call vote: Behrens – yes;
23 Bleam – yes; Eidahl – yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes;
24 **MOTION CARRIED**

25
26 Kathy Behrens moved, with a second by Pam Bleam, to extend the 180-day deadline
27 for issuance of the final decision in **case number 24-151** based upon the need to
28 schedule the hearing and conclude the contested case process. The respondent did not
29 file an objection to the extension even though given an opportunity to object, and
30 justice would not be served by dismissing a pending complaint concerning alleged
31 ethical wrongdoing of an educator given the need to maintain safe learning
32 environments for Iowa students. Roll call vote: Behrens – yes; Bleam – yes; Eidahl –
33 yes; Janzen – abstain; St Clair – yes; Weldon – yes; Brus – yes; **MOTION CARRIED**

1 Eric St Clair moved, with a second by Ryan Weldon to approve the closed session
2 minutes for October 22, 2024. **MOTION CARRIED UNANIMOUSLY**

3
4 Request for Reinstatement:

5 Case No. 24-29, In the matter of Kevin Newton. Mr. Newton was charged with
6 unprofessional communications with staff and students and not maintaining
7 professional boundaries. His sanction included a public reprimand, 1-year suspension
8 of his license, which may be deferred after 90 days so long as he was engaged in all
9 the requirements set forth. Also required was the completion of a mental health
10 evaluation that includes an assessment of his ability to establish and maintain
11 appropriate teacher-student boundaries, and complete “Maintaining Appropriate
12 Teacher-Student Boundaries” course. Mr. Newton is also required to have an active
13 Work-Site monitor during the deferred suspension period and file quarterly reports
14 confirming compliance with the settlement agreement. Mr. Newton applied for
15 reinstatement on September 2, 2024. Mr. Newton has met the timeline of the
16 suspension and fulfilled the requirements of his disciplinary order. Mr. Newton was
17 not present before the Board. Ryan Weldon moved, with a second by Kathy Behrens to
18 grant the application for reinstatement as the reason for the suspension no longer
19 exists and reinstatement is in the public interest. I further move that the Board
20 authorize the Executive Director to sign the reinstatement order consistent with the
21 Board’s discussion. Roll call vote: Behrens – yes; Bleam – yes; Eidahl – no; Janzen –
22 no; St Clair – yes; Weldon – yes; Brus – yes **MOTION CARRIED**

23
24 Case No. 24-01, In the Matter of Reece Reams. Mr. Reams was charged with
25 abandoning a written employment contract. His sanction was a written reprimand and
26 a suspension for 6 months, which may be applied retroactively and completion of a
27 15-hour ethics course. Mr. Reams applied for reinstatement on October 10, 2024. Mr.
28 Reams has met the timeline of the suspension period and fulfilled the requirements of
29 his disciplinary order. Mr. Reams was not present before the board. Eric St Clair, with
30 a second by Kathy Behrens, to grant the application for reinstatement as the reason
31 for the suspension no longer exists and reinstatement is in the public interest. I
32 further move that the Board authorize the Executive Director to sign the reinstatement
33 order consistent with the Board’s discussion. **MOTION CARRIED UNANIMOUSLY**

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Case No. 23-111, In the matter of Matthew Evans. Mr. Evans was charged with being under the influence of alcohol while on the school premises. He received a sanction of a reprimand, a deferred suspension of his license for a minimum of 6 months, completion of a 15-hour ethics course and continue treatment as recommended. Mr. Evans applied for reinstatement on October 22, 2024. He has met the timeline of the suspension and fulfilled the requirements of the disciplinary order. Mr. Evans was not present before the board. Pam Bleam moved, with a second by Kathy Behrens, that the Board grant the application for reinstatement as the reason for the suspension no longer exists and reinstatement is in the public interest. I further move that the Board authorize the Executive Director to sign the reinstatement order consistent with the Board's discussion. **MOTION CARRIED UNANIMOUSLY**

Communication from the Public:

None

Board Member Reports:

None

Executive Director's Report

Legislative Report:

EO10 review has been submitted and it has been through review with the Legislative body, administrative rules review committee and the public. Changes should be completed by January 2025.

Agency Update:

The BoEE is fully staffed for all positions and onboarding of the two new investigators has been completed. Current board membership is at 10. As of January 1, 2025 Board membership will be at 7 members. Director Cavin has been working with Director Snow to recruit and obtaining additional board members. A full board would be 13 members. Beth Myers, BoEE Attorney, attended the Tri-State Special Education conference in Omaha, Nebraska last month.

1 Financial Report:

2 Financial reports were provided in the agenda packet for FY25 September and
3 October. The annual Fees Report is in the processes of being prepared and complete.

4

5 License Report:

6 Renewal applications are being processed within about 3 weeks.

7

8 Location Change for Next Board Meeting:

9 The next meeting will be held on December 13, 2024 at the Ola Babcock Miller
10 building in room 310, instead of usual locations at the Grimes building.

11

12 Rules:

13 The Red Tape Review is pending ARRC review. Joanne Tubbs provided an update to
14 the Board. Appearance before the rules committee has taken place. Two public
15 comment sessions are upcoming.

16

17 Petition for Waiver

18 PFW 24-07 Jedd Sherman. Mr. Sherman is seeking a waiver of the coursework
19 requirements to add an endorsement. On November 4, 2024 the Board received a
20 Petition from Sherman requesting a waiver of the rules to add an endorsement.
21 Current rules require twenty-four (24) semester credit hours in a foreign language to
22 add an endorsement. Mr. Sherman took coursework from an institution that offered
23 credit in quarter hours, rather than semester hour credits. He completed twenty-four
24 (24) quarter hours from Metropolitan Community College, equating to sixteen (16)
25 semester hours of credit. Mr. Sherman holds eight different endorsements at the time
26 of this waiver request. The Board considered the Petition and supporting
27 documentation. Mr. Sherman was present and addressed the Board. The Board found
28 there was no undue hardship for the applicant and that other people that had added
29 endorsements would be prejudiced by granting this waiver. The rule from which Jedd
30 Sherman seeks a waiver is not specifically mandated by statute or any other provision
31 of law, and, accordingly, may be waived by the Board. The Board also found Mr.
32 Sherman was attempting to help his district out by being able to teach more than one
33 foreign language. Ryan Weldon moved, with a second by Pam Bleam, to grant the

1 petition for waiver. Roll call vote: Behrens – yes; Bleam – yes; Eidahl – no; Janzen – no;
2 St Clair – no; Weldon – yes; Brus -no. **MOTION FAILED**

3

4 Reports

5 NONE

6

7 There being no further business, Ryan Weldon moved, with a second by Davis Eidahl,
8 to adjourn the meeting at 1:54 p.m. **MOTION CARRIED UNANIMOUSLY.**

ADOPTION MEMO

Date: December 13, 2024

To: Board Members

From: Mike Cavin, Executive Director

RE: Adopt Red Tape Review Chapters

Executive Order 10 (EO 10) requires all state agencies to identify which administrative rule chapters will be retained or rescinded. The proposed BoEE rules below have been updated to remove redundancies and restrictive terms.

One comment was received suggesting changing the approval of out-of-state dyslexia endorsements from the Iowa Reading Research Center to the Iowa Department of Education. Based on this public comment, this language has been proposed for Chapter 13.

19 public comments were received suggesting adding dyslexia and structured literacy requirements to special education endorsements. Based on these public comments, this language has been proposed for Chapter 14.

No other changes have been made since these chapters were noticed.

EO10 Summary – [BOEE Draft Chapter Revisions](#)

Chapter	Content changes	Org. Word Count	New Word Count	Reduction	Shall/Must reduction
Chapter 1 – Organization and Operation	Removed redundant language - mirrors DE language	660	330	-330	Shall: 8 to zero Must: 1 to zero
Chapter 2 – Agency Procedures and Petitions for Rulemaking	Removed redundant language - mirrors DE language	195	198	+3	Shall: none Must: none
Chapter 3 – Declaratory Orders	Removed redundant language - mirrors DE language	241	173	-68	Shall: none Must: none
Chapter 4 – Reserved.	Moved to Chapter 2	295	0	-295	Shall: none Must: none
Chapter 5 – Public Records and Fair Information Practices	Removed redundant language	2435	1368	-1067	Shall: 2 to zero Must: none
Chapter 6 – Waivers from Administrative Rules	Removed redundant language	1938	1325	-613	Shall: 27 to zero Must: 1 to zero
Chapter 7 – Proof of Legal Presence	Removed redundant language – refer to federal policy	953	230	-723	Shall: 2 to zero Must: none
Chapter 8 – Debts to State and Local Government	Removed shall/must	1026	996	-30	Shall: 21 to zero Must: 4 to zero
Chapter 9 – Background Checks and Issuance	New chapter to eliminate redundant language – all background check and accreditation language here	0	578	+578	Shall: ----- Must: -----
Chapter 10 – Child Support Non-Compliance	Removed shall/must	1057	1019	-38	Shall: 21 to zero Must: 2 to zero

Chapter	Content changes	Org. Word Count	New Word Count	Reduction	Shall/Must reduction
Chapter 11 – Complaints	-Added “in person hearing” definition -Updated jurisdiction timeline to match new code -Added school human resource directors to those who can file complaints -Added typed signatures and electronic filings as acceptable -Clarified that a complaint resolution can be agreed to prior to a finding of PC unless it is a required reporting area -Allows illegal acts to be reported to proper authorities -Corrected discovery language -Adds abuse as a required reporting area and moves non-licensed staff suspected felony reporting to BoEE -Removed redundant code language	12398	10495	-1903	Shall: 150 to 1 Must: 35 to 30
Chapter 12 – Fees	Removed redundant language	1520	781	-739	Shall: 23 to zero Must: 3 to zero
Chapter 13 – Teacher Licenses and Endorsements	Removed redundant code language Removed extra practicum Eliminated exchange license Added temporary initial license Moved early childhood inclusive to Ch. 14	20,325	9437	-10,888	Shall: 31 to zero Must: 42 to zero
Chapter 14 – Special Education Endorsements	Added special ed (instructional) to Ch. 14 Added dyslexia language	7739	7669	-70	Shall: 2 to zero Must: 52 to zero
Chapter 15 – Reserved.	Moved to Ch. 14	911	0	-911	Shall: 1 to zero Must: 10 to zero
Chapter 16 – Statements of Professional Recognition (SPR)	Removed redundant language	2489	528	-1961	Shall: 11 to zero Must: 31 to zero
Chapter 17 – Reserved.	-----	-----			-----
Chapter 18 – Administrator Licenses and Endorsements	Removed redundant code language Eliminated exchange license Updated Director of Special Education endorsement	4186	1788	-2398	Shall: 12 to zero Must: 20 to zero
Chapter 19 – Evaluator License and Endorsement	Removed redundant language	750	156	-594	Shall: 6 to zero Must: 6 to zero
Chapter 20 – Renewals and Extensions	Removed redundant language Removed dependent adult abuse training Added all renewal options to this chapter	4035	1279	-2756	Shall: 33 to zero Must: 26 to zero
Chapter 21 – Conditional Endorsements	Moved conditional license language to one chapter Added options for adding endorsement based on code changes (reciprocity and alt. prep)	0	735	+735	Shall: none Must: none
Chapter 22 – Limited Authorizations	Removed redundant code language Added CTE cluster option from code directive	9125	3292	-5833	Shall: 74 to zero Must: 96 to zero
Chapter 23 – Behind the Wheel Authorization	Removed redundant language	501	179	-322	Shall: 6 to zero Must: 3 to zero

Chapter	Content changes	Org. Word Count	New Word Count	Reduction	Shall/Must reduction
Chapter 24 – Paraeducator Certificates	Removed redundant language	3820	3167	-653	Shall: 20 to zero Must: 5 to zero
Chapter 25 – Code of Professional Conduct and Ethics	Removed redundant language Added clarifying language from code	2593	2349	-244	Shall: 6 to zero Must: none
Chapter 26 – Code of Rights and Responsibilities	Removed redundant language	593	576	-17	Shall: 13 to zero Must: none
Chapter 27 – Professional Service Licenses	Removed redundant language	3890	1519	-2371	Shall: 7 to zero Must: 25 to zero
	Totals:	83,675	50,167	-33,508 (-40%)	Shall: 470 to 1 Must: 367 to 30

Chapter 11 changes:

Changes	Changes within the language
Added “in person hearing” definition	<i>“In-person hearing”</i> means an appeal hearing where the administrative law judge and appellant are physically present in the same location but witnesses are not required to be physically present.
Updated jurisdiction timeline to match new code HF2487 – Division IV	11.3(5) The complaint must be filed within three years of the occurrence of the conduct upon which it is based or discovery of the conduct by the complainant unless good cause can be shown for extension of this limitation, or unless the conduct constitutes conduct described in section 256.160, subsection 1, paragraph “a”, subparagraph (1), subparagraph division (a).
Added school human resource directors to those who can file complaints	11.4(1) <i>Who may initiate.</i> The following entities may initiate a complaint: a. Licensed practitioners. b. School human resource directors.
Clarified that a complaint resolution can be agreed to prior to a finding of PC unless it is a required reporting area	11.4(4) <i>Amendment or withdrawal of complaint.</i> A complaint or any specification thereof may be amended or withdrawn by the complainant at any time, unless the complaint was filed in accordance with the mandatory required reporting requirements set forth in Iowa Code sections 256.146, 256.160, and 279.73. The parties to a complaint may mutually agree to the resolution of the complaint at any time in the proceeding prior to issuance of a final order by the board prior to a finding of probable cause, unless the complaint was filed in accordance with the required reporting requirements set forth in Iowa Code sections 256.146, 256.160, and 279.73.
Allows illegal acts to be reported to proper authorities HF2487 – Division III	11.4(9) <i>Confidentiality.</i> Confidentiality requirements are set forth in Iowa Code 256.158. Records related to written complaints will be collected and retained and will be evaluated if a similar complaint has been filed against the same licensed practitioner. A finding of probable cause, a final written decision, and a finding of fact by the board in a disciplinary proceeding constitute a public record.

Changes	Changes within the language
Corrected discovery language	<p>282—11.15(17A,256) Discovery.</p> <p>11.15(1) The following Iowa Rules of Civil Procedure applicable to discovery are available for use in contested cases: 1.1701, 1.507, 1.509, 1.510, 1.511 and 1.512.</p> <p>11.15(2) A party may file a motion to compel or other motion related to discovery in accordance with this subrule. Any motion filed with the presiding officer relating to discovery shall allege that the moving party has previously made a good-faith attempt to resolve the discovery issues involved with the opposing party. Motions in regard to discovery shall be ruled upon by the presiding officer. Opposing parties shall be afforded the opportunity to respond within ten days of the filing of the motion unless the time is lengthened or shortened by the presiding officer. The presiding officer may rule on the basis of the written motion and any response or may order argument on the motion</p> <p>11.15(3) Evidence obtained in such discovery may be used in contested case proceedings if the evidence would otherwise be admissible in the contested case proceedings.</p>
Adds abuse as a required reporting area and moves non-licensed staff suspected felony reporting to BoEE HF2487 – Division I and Division III	<p>282—11.37(256) Mandatory Required reports. Reports are required to be made pursuant to Iowa Code sections 256.146, 256.160, and 279.73.</p>
Adds probation as a disciplinary action	<p>282—11.33(256) Methods of discipline. The board has the authority to impose the following disciplinary sanctions:</p> <p>4. Probation.</p>

Chapter 13 changes:

Changes	Changes within the language
Added temporary initial license HF 255	<p>282—13.2(256) Initial license.</p> <p>13.2(1) Temporary initial license. A temporary initial license valid for a minimum of two years with an expiration date of June 30 may be issued to an applicant who meets the requirements set forth in Iowa Code section 256.166 and rule 282—13.1(256).</p>

Chapter 20 changes:

Changes	Changes within the language
Removed dependent adult abuse training (not required - 235B.16).	No new language – removed from rules.

Chapter 21 changes:

Changes	Changes within the language
<p>Added options for adding endorsement based on code changes (reciprocity and alt. prep) HF 614 and HF 255</p>	<p>21.3(1) Adding an endorsement. To add an endorsement to an existing license, the applicant will follow one of these options: b. Option 2. Apply for a review of transcripts, out of state licensure, or approved assessment score reports by the board of educational examiners' staff to determine if Iowa requirements have been met.</p>

Chapter 22 changes:

Changes	Changes within the language
<p>Added CTE cluster option from code SF2411</p>	<p>(6) For a career and technical cluster endorsement, meet one of the above qualifications and at least 2,000 hours of recent and relevant experience or 9 semester hours each in two additional areas within the cluster endorsement. Combinations of experience and education may be approved by the executive director.</p>

Chapter 25 changes:

Changes	Changes within the language
<p>Added clarifying language from code HF2487 – Division I</p>	<p>(4) Soliciting, encouraging, or consummating any of the following: 1. A sexual or physical relationship with a student. 2. Grooming behavior toward a student. 3. An otherwise inappropriate relationship with a student.</p>

Proposed changes to Chapters 13 and 14 since notice:

CHAPTER 13

TEACHER LICENSES AND ENDORSEMENTS

13.10(18) *Literacy—dyslexia specialist*. K-12. The applicant will have met the requirements for the standard license and have completed at least three years of postbaccalaureate teaching experience in a K-12 setting. Applicants who have achieved dyslexia certification in another state may apply for a certification review through the **Iowa department of education**.

CHAPTER 14

SPECIAL EDUCATION ENDORSEMENTS

282—14.1(256) Special education instructional endorsements. Twenty-four semester hours in special education are required for each endorsement in this rule unless otherwise stated, including developmentally appropriate strategies from the Iowa reading research center for dyslexia and structured literacy.

DEC 0.2 2024

IOWA BOARD OF EDUCATIONAL EXAMINERS

PETITION FOR WAIVER

Chapter 6 – Waivers or Variances from Administrative Rules

General Directions:

- Please print clearly or type on the form. The information is provided in this format to the Board of Educational Examiners for review. If the information is not legible, the petition will not be submitted to the Board.
- The petition must be complete. If any criterion is left blank, the petition for a waiver will not be submitted to the Board.
- Provide clear and convincing evidence for all sections of the petition for a waiver.

Section A. PETITIONER'S INFORMATION.

Name: Tina Lutterman

Case No. PFW 24-08
(to be completed by Board)

Address: _____

Date: 11/26/24

Folder Number (if known): 820379

Home Phone with Area Code: () - - -

Work Phone with Area Code: () - - -

Section B. 282—6.4(17A) CRITERIA FOR WAIVER OR VARIANCE.

- Denial of application. In order for a petition for a waiver to be reviewed, the petitioner must have submitted an application to the Board of Educational Examiners and the determination has been provided to the petitioner that the petitioner is not eligible for the action to be completed based on a Board of Educational Examiners' rule. Please indicate when you submitted the application: 11/5/24

- Waiver rule. 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 prescribed in the particular rule for which the waiver is requested.

Section C. BOARD DISCRETION. 282—6.10(1)

- Board's decision. The final decision on whether the circumstances justify the granting of a waiver shall be made at the sole discretion of the board, upon consideration of all relevant factors. Each petition for a waiver shall be evaluated by the board based on the unique, individual circumstances set out in the petition.
- Appeal of Board's decision. Once a decision is rendered by the Board, the decision is final. If you wish to contest the decision, you must do so in district court.

Section D. BURDEN OF PERSUASION. 282—6.10(2)

- Be thorough. Please complete the petition for a waiver in detail. This is the document that the Board will utilize in determining the outcome of your petition for a waiver. Do not assume that the Board will have any information that is not included on this waiver. If the information is not provided on the petition for a waiver, the information is not shared with the Board for its review.
- Support. You may attach additional pages to provide more documentation than what could be included in the spaces provided.
- Burden of proof. The burden of persuasion rests with the petitioner to demonstrate by clear and convincing evidence that the board should exercise its discretion to grant a waiver from a board rule.
- Board meeting agenda. Please be aware that if you wish to attend the Board meeting at which your petition for a waiver is included on the agenda, you are welcome to speak at the public comment time on the agenda. You do not present the information to the Board regarding your petition during the agenda time set aside for your petition. That is the time that the Board will review the written information you have provided. If the Board asks you a question, you may respond.
- New information. If new information is provided at the Board meeting that was not included in the petition for a waiver, please be aware that the Board may table the discussion on your petition while reviewing the new information provided.

Section E. RULE INFORMATION

- Cite the specific rule or rules that you are requesting the Board to waive. You may find the rules on the Board of Educational Examiners' website: www.boee.iowa.gov
Click on the link for "Rules and Code" and scroll to the rule that you wish to waive.

Citation: 282-22.10(1)

2. Provide a description of the rule or rules that you are requesting the Board to waive:

Description:

Degree. A baccalaureate degree or higher in athletic administration or related field is required.

Section F. WAIVER INFORMATION

1. In your own words, provide a brief narrative of your specific request. Provide clear and convincing evidence.

I, Tina Lutterman, am asking the board to grant a waiver to allow me to obtain my Activities Administration Authorization. I was offered the position of Activities Director at Perry CSD in July 2024 and accepted the position unknowing of the authorization requirements. Upon my awareness of the missing authorization in November, I immediately took the required LTC courses. I am passionate about this position, and finally feel I have an avenue to reach my full potential working with coaches, students and programs. I dutifully serve our community through scheduling, organizing and managing coaches, athletes, officials and event staff. I have represented our school at district and conference meetings. I have become a trusted resource for coaches in our district who rely on my guidance and value my insights into our programs. I have performed the tasks of an Activities Administrator with success and have reached out to several successful Activities Director outside of our district who serve as mentors to me in this position.

My undergraduate degree is in chemistry, but I have spent most of my career working inside the Perry CSD, where I have been continually asked to pursue positions that require someone with my creativity, organization and problem-solving skills. During the past 12 years, I have gained extensive knowledge and experience through successful management of my own classrooms and creating curriculum and assessments from scratch while working with young adults and their families. I have participated in numerous professional development requirements. I have also obtained my RAA (Registered Athletic Administrator) certification through the NIAAA (National Interscholastic Athletic Administrators Association), and I intend to pursue further credentials through this organization.

Here is a list of additional coursework completed that relate to the position:

- LTC 501 – Guiding Foundations and Philosophies
- LTC 502 – Strategies for Organizational Management
- LTC 503 – Enhancing Organizational Management
- LTC 504 – Athletic Administration: Legal Issues I (Liability for Sports Injuries and Risk Management)
- LTC 506 – Athletic Administration: Legal Issues II (Title IX and Sexual harassment)
- LTC 508 – Athletic Administration: Legal Issues III (Hazing, Constitutional Law, Disabilities Law, Employment Law and Labor Law)
- LTC 707 – Assessment of Interscholastic Athletic Programs and Personnel

- LTC 723 – Administration of Professional Growth Programs for Interscholastic Athletic Personnel
- Concussion in Sports – NFHS Learning Center
- Iowa Substitute Authorization
- Iowa JAG Authorization
- Iowa CTE Initial Authorization
- Iowa Coaching Authorization

2. In your own words, provide a brief narrative of the hardship that the Board's rule(s) would impose upon you (not the school district, not the area education agency, nor the local board of directors):

At this point in my career and life, the time required to obtain an additional collegiate degree and the expense incurred would be a significant burden to my family and me. I resigned my classroom and coaching positions to pursue this opportunity. I have a son who will attend college next fall, and I am the main provider for our family. I have paid for the courses, authorizations and required classes to be certified in all of my positions at the school throughout my career. I invested a significant amount of money to complete the required LTC courses. I feel I have a strong resume of work in the educational system and that my real world experience has given me a very clear perspective on the duties and expectations of an Activities Administrator. I do not feel that investing more money and time to complete an extra degree would provide me with more knowledge and information to enable me to complete the duties of an Athletic Administrator.

3. To your knowledge, would any substantial legal rights be affected for other individuals by waiving this rule(s)? If the rule is waived, what would be the consequences? If this decision would become a precedent for others, what would be the ramifications?

I am unaware of any legal rights that are affected by waiving this rule. I do not believe there would be any negative consequences in issuing the waiver. I believe that granting this waiver would offer many positives to our school district. When I took over the iJAG program, it was barely surviving in our school. I was able to grow the Perry program to exceed expectations and our program became a model for new programs. I mentored several new specialists while working in the program. Through my time with iJAG, I created opportunities for hundreds of students to job shadow, work in local internships and gain experiences to help them along their career paths. When I transitioned into the culinary classroom, that program was also struggling. I rewrote the curriculum under the support of Dan Marburger and extended the program to include commercial culinary experiences through upgrading the equipment, providing monthly staff meals, and catering as well as working with students in part time kitchen employment at the Hotel Pattee. Through my time this fall working in the Activities Department, I have created a Student Ambassador program, giving Freshman and Sophomore students who show positive leadership characteristics an opportunity to manage and organize home events. I feel if this decision sets a precedent, it would be a positive opportunity to allow someone with a clear passion for education to be able to create an increased pride in our schools and a stronger community.

4. How would the equal protection of public health, safety and welfare be afforded if this waiver were granted? What are the benefits for your students if your waiver is granted? What are the benefits for other students? What are the benefits for the school district? How will you ensure that the welfare of your students will not be compromised if the waiver is granted? How will this decision protect the profession and the integrity of the licensure standards? How will this decision ensure the delivery of highly qualified content for enhanced student learning?

Our school district and community have experienced much adversity. Granting this waiver to allow me to serve our district as an Activities Administrator would bring stability, calmness and positivity to our district and student body. As a Perry alumnus and someone with knowledge of our community, schools, students and parents, I offer a unique insight into this position, and I am keenly aware of the special needs of our community and activities due to the adversities we have faced together. For the past 15 years, I have been a consistent presence in the High School classroom as an iJAG Education Specialist, then as a Culinary Arts Teacher. Under my direction, both programs grew in participation, rigor and success. I have been a consistent presence in our activities department for 2 decades, starting as an assistant volleyball coach and spending 15 seasons as the head softball coach. I also served as head middle school volleyball coach and head boys cross country coach. I have a reputation for focusing on the welfare of our students, delivering quality work and ensuring all my duties are stamped with excellence. In granting this waiver, I do not feel the integrity of the licensure will be compromised, as I have proven I can deliver quality results in an educational setting.

I have positive, established relationships with all stakeholders in our community. I have extended those relationships to include member schools within our conference and officials who have worked events for our district. As a stable presence in our students' lives, I feel I help them persevere through challenges with integrity and grit, and guide them to think outside of themselves, following our school mission to develop productive citizens of character.

Granting this waiver would give our students stability, a continued sense of integrity and pursuit of excellence, and to help them develop the life skills needed to navigate their future.

5. What time period are you requesting for this waiver?

I am requesting this waiver as soon as possible.

6. Does anyone else possess knowledge relevant to this waiver request? (If yes, list name, address and telephone number.) Your administrator/colleague/ other professional may submit a letter of support for your petition. Include the letter with the petition for a waiver.

Mr. Clark Wicks, Superintendent, Perry School District
1102 Willis Avenue, Perry, IA (515) 465-8554

Mrs. Jill Anderson, Support Administrator, Perry School District
1200 18th Street, Perry, IA (515) 465-3503

7. Please review the board waivers on the Board of Educational Examiners' website: www.boee.iowa.gov to determine if the board has reviewed a similar petition for a waiver and the outcome. Cite the similar petition(s) to support your request for a petition of a waiver of the rules.

Waiver Request # 22-10, 23-02, 23-07

Section G. RELEASE OF INFORMATION: I authorize any persons with knowledge of the relevant or important facts relating to the requested waiver to release any information to the Iowa Board of Educational Examiners.

Section H. ACCURACY AND TRUTH: I certify that the information on this Petition for Waiver is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial of this Petition.

Tina Juterman
Petitioner's Signature

12/21/24
Date

This Petition is to be submitted to: Board of Educational Examiners, 701 E. Court Ave., Suite A, Des Moines, IA 50319-0147.

December 1, 2024

Home Base Iowa: Licensed Professions and Occupations Educator Licensure Annual Legislative Report



Department of Education

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Administration

McKenzie Snow, Director and Executive Officer
of the State Board of Education

Bureau of Educational Examiners

Mike Cavin, Executive Director

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 800-877-8339, email: OCR.Chicago@ed.gov

Background of Military Exchange Licenses

This report was prepared and submitted by the Iowa Department of Education, Bureau of Educational Examiners, pursuant to the following statute:

Iowa Code section 272C.12A - Licensure of Military Spouses and Veterans

5. A licensing board, agency, or department shall annually file a report with the governor and the general assembly providing information and statistics on licenses and temporary licenses issued under this section and information and statistics on credit received by individuals for education, training, and service pursuant to subsection 4.

The 2024 data shows 36 military applicants received benefits. These applicants qualified for a regular Iowa teaching license based on their teacher preparation program. The processing fee for a license (\$85) is waived for all military family applicants.

Veterans

Fifteen veterans received benefits toward getting their Iowa teaching licenses in 2024.

Veterans Receiving Benefits in 2024

Status	License	Folder Number
Veteran	Initial	1134408
Veteran	Initial	1134770
Veteran	Initial	1112262
Veteran	Initial	1136122
Veteran	Initial	1118633
Veteran	Initial	1136775
Veteran	Initial	1128646
Veteran	Initial	1138123
Veteran	Initial	1139226
Veteran	Initial	1139891

Status	License	Folder Number
Veteran	Standard	1134268
Veteran	Standard	1117073
Veteran	Standard	1111326
Veteran	Standard	1137214
Veteran	Master	1136628

Military Spouses

Twenty-one military spouses received benefits toward getting their Iowa teaching licenses in 2024.

Military Spouses Receiving Benefits in 2024

Status	License	Folder Number
Spouse	Career and Technical	1120102
Spouse	Initial	1110822
Spouse	Initial	1134429
Spouse	Initial	1023227
Spouse	Initial	1136902
Spouse	Initial	1106427
Spouse	Initial	1137340
Spouse	Initial	1138966
Spouse	Initial	1130902
Spouse	Initial	1140604

Status	License	Folder Number
Spouse	Standard	1130833
Spouse	Standard	1134206
Spouse	Standard	1135811
Spouse	Standard	1133036
Spouse	Standard	1127102
Spouse	Standard	1137271
Spouse	Standard	1138813
Spouse	Standard	1139878
Spouse	Master	1135527
Spouse	Master	1137810
Spouse	Master	1140728



Iowa Licensure Renewal Programs

2024 Annual Report

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Administration

McKenzie Snow – Director
Iowa Department of Education

Mike Cavin – Executive Director
Bureau of Educational Examiners

Educational Examiners Board

Chad Janzen, Chair, Sergeant Bluff-Luton CSD, Superintendent
Kathy Behrens, Vice Chair, Carroll Kuemper Catholic Schools, Teacher
Pam Blear, Manson Northwest Webster CSD, Elementary Counselor
Tim Bower, Fairfield, Public Member
Miranda Brus, Des Moines Public Schools, Middle School Counselor
Ryan Weldon, Ankeny, Public Member
Dr. Michael Lock, Des Moines, Public Member
Davis Eidahl, Solon CSD, Superintendent
Dan Zylstra, Pella Christian, Head of Schools
Eric St. Clair, Iowa Department of Education

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d-2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 800-877-8339, email: OCR.Chicago@ed.gov

Approved Iowa Licensure Renewal Programs

AEA Learning Online
Central Rivers AEA
Grant Wood AEA (GWAEA)
Great Prairie AEA (GPAEA)
Green Hills AEA (GHAEA)
Heartland AEA
Keystone AEA
Mississippi Bend AEA (MBAEA)
Northwest AEA (NWAEA)
Prairie Lakes AEA (PLAEA)
Iowa Safe Schools
Iowa State Education Association (ISEA)
Members Impacting Students/Improving Curriculum (MISIC)
Professional Educators of Iowa (PEI)
School Administrators of Iowa (SAI)
Cedar Rapids Community School District
Norwalk Community Schools
West Des Moines Community Schools

Course Offerings from October 1, 2023 to September 30, 2024

Approved teacher licensure renewal programs must conduct a minimum of ten different courses for teachers during the calendar year, or five different courses for administrator programs.

AEA Learning Online: From October 1, 2023 to September 30, 2024, we offered 112 facilitated catalog courses (53 unique offerings). This included courses for both teachers and administrators, covering a variety of subject areas including but not limited to: English/Language arts, Math, Classroom Management, technology integration, computer science, health and PE, and many more. In addition we offered approximately 90 self-paced courses.

Central Rivers AEA: From Oct 1, 2023-Sept 30, 2024, CRAEA offered 94 License renewal courses options with 171 total sections. We offered courses ranging from Math, LETRS, special education, Collaborative Problem Solving SDI, Early Childhood, Substitute Authorization, Contextual Learning Concepts in addition to offerings for instructional coaches and administrators

Grant Wood AEA (GWAEA): 111 of 384 Professional Learning Opportunities at GWAEA were offered for License Renewal Credit. These courses represented a wide range of topics including curriculum content areas (math, literacy science, social studies, art, music, physical education), school improvement areas, social-emotional behavioral health, professional administrator topics, diverse learning needs (English language learners, students on the Autism spectrum, Dyslexia) early childhood, technology integration, equity and culture diversity.

Great Prairie AEA (GPAEA): Great Prairie AEA offered 34 different courses, 54 times.

Green Hills AEA (GHAEA): A total of 92 different courses were offered covering the content of Career and Technical, Early Childhood, Fine Arts, Human Relations, Instructional Practices, Leadership, Literacy, Mathematics, Mentoring/Induction, Science, and Social Emotional.

Heartland AEA: Heartland offered 98 different courses offered 144 times.

Keystone AEA: Keystone AEA offered a total of 66 courses for credit during the period from October 1, 2023 to September 30, 2024. There were a total of 572 participants in the classes that were held. Of the classes offered, 53 were actually held and 13 were cancelled. The class topics ranged from Educator in the Workplace, Structured Literacy for Advanced Language Concepts, Helping Students Critique and Communicate in Science, and Numeracy Project 2.0. [Please use this link to see the full list.](#)

Mississippi Bend AEA (MBAEA): 85 total Professional Learning MBAEA offered included: 34 Licensure Renewal (0 canceled); 2 Learning Team; 7 Grad Credit (0 canceled); 35 Workshops (12 canceled)
[Link to data](#)

Northwest AEA (NWAEA): Northwest AEA offered 56 unique courses between October 1, 2023 and September 30, 2024 with a total of 106 sections. The courses were on many different topics, such as Teacher Tools for Student Engagement, the Science of Reading, writing instruction, Mentoring and Induction, paraeducator training, early childhood, autism spectrum disorder, SIOP, SEBH, and SDI, to name a few.

Prairie Lakes AEA (PLAEA): 181 total courses to support Prek- Grade 12 teachers, librarians, para-educators, substitute teachers, and administrators to strengthen leadership and instruction to improve student learning. Courses including but not limited to the following:
Integrating Trauma and SEBH into FBA's and BIPS's
Literacy 1 & 2 for SDI K-6 Literacy Partner Schools
LETRS
Foundations of Effective Writing: The Writing Rope Book/Implementation
Superintendent Network evaluator approval

Iowa Safe Schools: In the 2023-2024 year, Iowa Safe Schools provided 57 different license renewal courses. Each class is sorted into one of three main categories: Safety, Support and Wellness; Diversity and Inclusion; and Civil and Social Engagement. These courses are also a combination of 1, 2, and 3 credit courses to allow participants to choose the option that works best for them.

Iowa State Education Association (ISEA): The Iowa State Education Association (ISEA) through our ISEA Academy is honored to be able to offer Iowa educators a variety of learning opportunities, trainings, skill building and resource tools, along with support to engage students and become a more accomplished teacher through our courses. Most of these courses are unique, but some of the more popular ones are offered multiple times throughout the year. Our courses are developed by educators for educators with a focus on instructional development and program skills.

ISEA is proud of our ability to offer support and advocacy for educators in every stage of their career to help them grow into their passion and be leaders for their students. Through our ISEA Academy, we offered 222 License Renewal courses from

October 1, 2023, to September 30, 2024. Many courses are offered on a cyclical/repeated basis and with a graduate credit option.

ISEA partners with the National Education Association (NEA) as a state affiliate to provide the NEA Micro-Credentials which are created by national subject-matter experts. ISEA courses represented a wide range of topics including curriculum content areas such as literacy, social studies, arts, financial literacy, music, social-emotional behavioral health, teacher leadership, technology supports for the classroom, support classes for National Board Certification, ethics, and classroom management. Some courses were sponsored through local education associations or as district-level learning.

Members Impacting Students/Improving Curriculum (MISIC): MISIC offered courses in three major categories:

For the year 2023-2024, MISIC offered courses in three major categories:

- Courses developed and facilitated by the MISIC team (3)
 - o Using ISASP Data to Improve Student Learning
 - o Focus on What Matters: Learning through Writing
 - o Focus on What Matters for Student Success: Critical Issues in Education
- Courses offered in partnership with other organizations (1)
 - o ISASP Reading & Science Rangefinding, Pearson
- Courses offered as MISIC's micro-credential bundles (15 different courses)

Professional Educators of Iowa (PEI): Ethics for Educators 10/27-28/2023, 2/2-3/2024, 4/26-27/2024, 7/11- 12/2024

Wilson Reading Training 1/16-18/2024, 7/15-17/2024, 10/21-23/2024

Differentiation and Classroom Management 6/10-11/2024

Compassionate Listening 6/12-13/2024

PEI Legal Lab 6/20-21/2024

Creating a Dyslexia Friendly Classroom 6/27-28/2024

Human Trafficking 7/22-23/2024

Navigating Student Behavior 7/24-25/2024

Educator's Guide to PTSD in Children 8/6-7/2024

5 Love Languages - A Tool for Healthy Connections 8/12-13/2024

School Administrators of Iowa (SAI): SAI provides school leaders the opportunity to engage in a variety of credit-bearing, learning opportunities. Our members can bundle any 3 full day workshops or Short Stack Series for a renewal credit; and our Four Essential Roles of Leadership course offered through our partnership with Franklin Covey is a one-credit course that includes Evaluator Approval.

From October 1, 2023 to September 30, 2024, members could choose from 22 options (some repeats) covering a range of topics from general leadership development to building trust to using AI effectively, to teacher evaluation to conducting investigations. Additionally, we provided credit-bearing opportunities to those involved as mentors in our mentoring program. We continue to partner with ISFLC to provide credit for a professional development program for Iowa superintendents to deepen their financial knowledge and develop fiscal management and leadership skills.

Cedar Rapids Community School District: CRCSD offers a variety of courses that our teachers have access to in order to increase their knowledge and skills to help better equip them. The courses offered are a wide variety of topics and subjects. 17 unique courses were offered. Several of those courses offered multiple sessions (classes) of that same course. If you take into consideration the different sessions for each course, then there were 51 courses offered in the Staff Development System from 9-30-2023 to 10-1-2024.

Norwalk Community Schools: Coaching for Student Achievement: Learn about Student Centered Coaching and then complete a student centered coaching cycle.

Flexible Grouping: Investigate and try out different grouping strategies in your classroom.

Google Pursuit: Work through modules to become Google certified.

How Scaffolding Works: Work through modules related to the book How Scaffolding Works and apply strategies to your own classroom.

Intro to HRS: Read about High Reliability Schools

NMS PL 2023-2024 Cooperative Learning: Engage in Wednesday PL sessions on Cooperative Learning and partner with a coach to plan, implement and reflect on cooperative learning into your classroom.

PLC: Learn about the work of a PLC

Six Shifts: Read the book Six Shifts and reflect on your learning.

Standards Referenced Grading: An overview of SRG with application activities.

Student-Centered Coaching Cycle: This course will allow participants to earn one license renewal credit for completing and reflecting on a student-centered coaching cycle. There are 5 modules in Canvas to complete as you work through your coaching cycle.

SUMMER 2024 - An Introduction to Standards Referenced Grading: In this course, you will learn about the district grading philosophy. You will asynchronously complete modules in Canvas as part of the learning process.

SUMMER 2024 - Google Pursuit: You will work through modules in Canvas to become Google-certified.

SUMMER 2024 - HRS: You'll read the book Leading a High-Reliability School which will provide you with an in-depth look at the levels of HRS. You will also complete Canvas modules that align with book chapters.

SUMMER 2024 - PLC: You will learn about the PLC process as you read the book Learning by Doing and complete activities in

Canvas modules.

SUMMER 2024 - Taking Action: A course for members of the NMS Guiding Coalition exploring the RTI framework presented in Taking Action: A Handbook for RTI at Work by Buffum, Mattos & Malone.

Summer 2024 Six Shifts to Improve Special Education & Other Interventions: In this course, you will examine six shifts the author proposes to improve structures for classroom teachers, special education teachers, and students. This book study and reflection questions apply to anyone who works with students with individual needs beyond core instruction. You will also complete reflections and discussion questions in Canvas as you read the book.

Summer 2024 Transitioning from Google Classroom to Canvas: This course is built to help transition from Google Classroom to Canvas. PSA: There will be moments in the transition when you get frustrated. That is ok and expected. Before you know it, you will feel comfortable using Canvas.

Taking Action: A Handbook for RTI at Work: A course exploring the RTI framework presented in Taking Action: A Handbook for RTI at Work by Buffum, Mattos & Malone.

The Multiplier Effect: This course is intended for teacher leaders and is anchored in the text Multipliers by Liz Wiseman. It is worth one license renewal credit which includes attending the retreat on August 8, the work between sessions and attending the mini-retreats throughout the year.

Transition from Google Classroom to Canvas: Learn how to set up your Canvas course.

West Des Moines Community Schools: Throughout the school year, we continue to offer a multitude of courses. Over the course of the last year, we offered 22 courses. However, due to low enrollment, several were canceled. The follow courses took place:

*The Essential 10: A Look at Effective Instructional Practices (2 credits)

*Meeting the Needs of Refugee and Immigrant Students Through Culturally Responsive *Teaching

*Leverage Leadership & Collective Efficacy Cycles

*Mentoring Matters I

*Mentoring Matters II

*Reflective Teaching for the 2nd Year, Initial License Teacher

*Onward: Cultivating Emotional Resilience in Educators

*Executive Functioning 101: Skills & Strategies for Classroom Tier 1 Support

How many course offerings were offered within local school districts to meet that school district's improvement goals?

AEA Learning Online: Our courses are open to any district across the state.
Central Rivers AEA: 70 courses
Grant Wood AEA (GWAEA): 60 courses
Great Prairie AEA (GPAEA): 37 courses
Green Hills AEA (GHAEA): 57 courses
Heartland AEA: 170 courses
Keystone AEA: There were 15 courses offered within local school districts to meet that school district's improvement goals. They included courses on personalized learning, leadership, Explicit Instruction, and children's literature.
Mississippi Bend AEA (MBAEA): This subject category summary is based on all classes from October 1, 2023, to September 30, 2024. Some classes were offered for more than one subject area and credit types, including district only, workshops, Licensure Renewal, and Graduate credit (Drake, Morningside, and Grand View University). Not all classes offered ran for various reasons, including changes in schedule, low enrollment, etc. If you would like more information about a course title, don't hesitate to contact the Professional Learning Department at proflearning@aea9.k12.ia.us .
Link to the Subject Category Summary: https://tinyurl.com/zvidxusz OR review the Subject Category Summary tab in the primary data sheet found here: https://tinyurl.com/53djbrps
Northwest AEA (NWAEA): Local school districts offered 17 unique courses between October 1, 2023 through September 30, 2024. Here is the link to district courses: https://bit.ly/3BVGWYF
Prairie Lakes AEA (PLAEA): 67 courses
Iowa Safe Schools: N/A
Iowa State Education Association (ISEA): We have a special arrangement with the Sioux City Community School District (SCCSD) to provide part of their professional development for the school year. The SCCSD Teacher Quality Committee selects the courses to be available options, selecting several of them which will assist the district in meeting their school district's improvement goals. The past few years we have offered a menu of about 30 courses from our course catalog for SCCSD teachers to select from for their professional learning goal plan. The district covers the cost of these special courses with their Teacher Quality Funds. Beyond this professional development partnership, the ISEA Academy offered 12 courses within other local districts to assist them in meeting their school district's improvement goals.
Members Impacting Students/Improving Curriculum (MISIC): 7 courses
Professional Educators of Iowa (PEI): N/A
School Administrators of Iowa (SAI): N/A
Cedar Rapids Community School District: The 17 unique courses that were offered were in alignment to one or more school district improvement goal.
Norwalk Community Schools: All courses are aligned with the district improvement goals.
West Des Moines Community Schools: All courses supported the district's improvement goals and strategic plan priorities.

Explain the ongoing needs assessment process, including data sources used.

AEA Learning Online: Needs assessment data is collected via a variety of sources. 1. AEA Learning Online Advisory committee 2. AEA System Operations Committee 3. Surveys in the AEA Learning Online Newsletter 4. End of Course evaluation/Survey. If access to examples or details are needed please reach out to awichman@aealearningonline.org

Central Rivers AEA: Through a review and theme analysis of district ESSA plans, advisories and networks Central Rivers AEA has identified needs in supporting schools in universal instruction, chronic absenteeism, social emotional learning, engaging students, and evidenced based practice.

Grant Wood AEA (GWAEA): GWAEA uses data collected from a variety of sources as part of an on-going needs assessment process. All Regional Administrators meet with districts annually to complete an annual district service plan. Information related to professional learning and district/building goals is shared with the PL office as appropriate.

Additionally, a third of our districts participate in annual focus group conversations. Professional learning needs is one of several topics discussed. Feedback and recommendations are communicated to our office.

Curriculum consultant groups (Science, Literacy, Math, Social Studies), school improvement, instructional coaching and administrator groups, and groups that support diverse learning needs (special education, ELL, T&G, AT, Tech Integration. etc.) provide feedback on current learning needs for AEA staff and district staff based on their on-going feedback on current learning needs continuous improvement process. Learning survey information is collected after each course and workshop and formative assessment data is encouraged during each workshop. This data is reviewed regularly for feedback and recommendations.

Great Prairie AEA (GPAEA): Michelle Dickey has taken a job in a district and I was asked to take over as the LRC for them in July. I did not attend the meeting in Feb, but items discussed are listed here:

https://docs.google.com/document/d/1CEQIY_JENyEt39so2YjkGIY-DPUwvxmOBHhUZfx7-vw/edit?usp=sharing

All AEAs collect course survey data, This data is analyzed and changes are made to PL from them. Needs assessment is an ongoing process through collaborative relationships with key stakeholders throughout the year. Leaders of many networking groups such as Superintendent Network, Curriculum Network, etc. provide on-going feedback to the professional development staff in regard to professional development needs. Attendance data and survey data are used to collect information around district needs as well.

Green Hills AEA (GHAEA): We use the Iowa Professional Development Model as our continuous improvement model. We also use the Standards for Professional Learning from Learning Forward as a model for the PL we provide.

Our administrative team meets with each of our districts in person and develops a District Service Plan. This plan is personalized to the various professional learning needs of each district and even each building within the district.

Heartland AEA: We use feedback from various groups including Curriculum Network, Superintendent's Advisory, internal Heartland staff groups, PL surveys we collect and phone calls we receive.

We also collect and look through all of our course offerings and evaluation data to determine future needs and improvements to programming here at Heartland. We do have a low rate of return on evaluations of courses, but our new system has a feature that reminds participants to fill out an evaluation.

Due to recent legislation and the need to provide our services for a fee we have had extensive discussions with districts and schools around their PL needs. Through this work we have focused our efforts of their specific district and school needs. We have changed our fee structures and districts and schools purchase days from our consultants and we provide the credit for those opportunities. Our Chief and Chief Academic Officer have been to each district to discuss their needs in person. We also continue to provide registration and credit opportunities to districts, schools, and groups based on their individual, local needs.

Keystone AEA: The Licensure Renewal team receives input from AEA staff and LEA individuals as to district and area-wide needs; reviews those suggestions and shares it with appropriate AEA contacts, and looks at feedback from PD courses offered during the current year. For example, as CTE continues to change to meet the needs of changing learners and meet the requirements of the law, courses have been added to reflect this. The team has continued to work with instructors and districts to create virtual courses and bring more courses to districts so that learning and training can continue with no travel requirements and meeting individual district needs.

Mississippi Bend AEA (MBAEA): The professional learning team receives feedback and requests from our AEA staff, PDAC, LEA individuals and teams for agency-wide district needs. Surveys are also collected within the Professional Learning system for each class and reviewed by the instructor and department.

Northwest AEA (NWAEA): A survey (<https://bit.ly/4eSTyVU>) was sent in the spring to all participants of professional development offerings at Northwest AEA. 157 people responded to the survey. Additionally, input from our Advisory

Committee members, including our graduate partners and paraeducators who serve on the committee, is used to assess the ongoing needs. Additionally, we use the information from the surveys the paras take after their generalist classes.

Prairie Lakes AEA (PLAEA): Based on the data collected from various feedback sources, several key changes were made to the licensure renewal program to better meet the needs of educators and administrators. One significant enhancement was the promotion of instructional frameworks through tailored course offerings. For example, the course Using an Instructional Framework to Refine Teacher Evaluation and Provide Feedback that Promotes a Growth Mindset (Course 182397), written by J. Randel and approved in January 2020, was designed to support teachers and evaluators in fostering a growth mindset through effective feedback.

In response to specific requests from administrators seeking evaluator approval credit, additional course syllabi were developed and made available upon demand. These courses address both leadership and instructional needs, ensuring administrators are well-equipped with the tools they need for effective evaluation and feedback. Notable offerings include: Prairie Lakes Leadership Network (submitted by J. Randel in October 2023, currently pending approval): This course was created to support leadership development and collaboration among school administrators.

Professional Standards that Support Students' Academic Success and Well-Being (Course 201371, written by J. Randel, approved in April 2021): This course emphasizes the importance of professional standards that contribute to both academic achievement and the overall well-being of students.

Utilizing Instructional Frameworks to Strengthen Instruction and Improve Student Learning (Course 204899, written by J. Randel, approved in February 2023): This course focuses on leveraging instructional frameworks to enhance teaching practices and, ultimately, student learning outcomes.

Principles and Practices for Positive Leadership (Course 215809, written by J. Randel, approved in August 2023): Designed for school leaders, this course explores the principles and practices that contribute to positive and effective leadership within educational environments.

These new and updated courses reflect the evolving needs of educators and administrators, driven by the data collected through various assessments, and ensure that the licensure renewal program remains responsive, relevant, and impactful in supporting professional growth.

Iowa Safe Schools: Each course has an optional course survey at the end. We received 771 survey responses between October 2023 and September 2024. The survey asks participants to rank things about their course experience including but not limited to: relevance of course materials and lessons to their jobs, whether the course increased their knowledge on the subject matter, and whether the course increased their confidence in teaching/applying this knowledge. It also provides spaces for short and long-form answers explaining what they liked or didn't like about the courses and to provide suggestions for the future.

Iowa State Education Association (ISEA): A feedback evaluation form is shared at the completion of each course giving participants the opportunity to reflect on their learning and respond to various questions with the final one being open ended for new course suggestions. The other various questions provide the opportunity for participants to share why they took the course, if it was a relevant learning opportunity which will assist them in their educational position, and if their learning goals/targets were met. We also ask questions relating to the instructional design of the course (i.e., activities/materials planned and organized to enhance your learning, use of variety of instructional techniques, and instructor demonstrated expertise), concluding with asking if the skills gained are sufficient for implementing the learning into their educational setting.

This year BBTLE, our Licensure Renewal Advisory Committee, will be working to expand the feedback form to include questions more specific to providing information to be better used as needs assessment data. This additional information will be used for improving our process and providing more specific suggestions for what content topics we need to expand and/or add to our course catalog. Our License Renewal Advisory Committee (BBTLE) is comprised of educators from across the state which are appointed to serve as representatives from their Iowa region or "council". Part of their BBTLE Representative role is to assess the needs of their council from focus groups, council meetings, and one-to-one conversations with educators regarding the continuous improvement process for the ISEA Academy professional learning content.

Members Impacting Students/Improving Curriculum (MISIC): The ongoing needs assessment process includes input from the LRC Advisory Committee (twice a year), MISIC's Board of Directors (3 times a year), MISIC's Regional Steering Committee Members, MISIC staff (monthly), LRC participants through surveys upon course completion, feedback from conference and workshop participants, and feedback from partner-providers.

Professional Educators of Iowa (PEI): PEI conducts an annual survey of our membership related to educational issues. The survey questions are used to help assess teacher needs and what can be offered to help those needs. We develop our PD from the following survey question.

"PEI offer a wide range of professional development and is always searching for courses which met the changing needs of our members. Please provide suggested topics for professional development."

Close to 200 responses were received to help direct course offerings for the year.

School Administrators of Iowa (SAI): SAI is currently in discussion regarding how we can best determine the needs of our members. We have historically used a bi-annual survey needs assessment; however, we are contemplating focus groups in conjunction with some type of survey to understand more deeply how we can better serve our members. We solicit feedback at the conclusion of each of our professional learning events, which has been especially helpful in informing future topics,

modes of delivery, and approaches to facilitation. Our SAI Conference Survey also provides helpful data regarding professional learning needs.

Additionally, we depend on the formal and informal feedback we collect from both our Executive Committee, which meets monthly, and Representative Council, which meets five times per year. Each of these meetings provides a forum for gathering feedback about learning needs of Iowa's Pre-K-12 administrators. We also gather feedback from our Executive Leaders group comprised of approximately 275 superintendents. Finally, our professional learning advisory helps keep us abreast of emerging needs in the field.

Cedar Rapids Community School District: Instructors create courses based on needs and best practice connected to the district goals. Once a course is offered, if feedback is positive and leads to improve student outcomes, it may be offered again.

Norwalk Community Schools: We have gathered information regarding needs from the TQ logs (see below response) about professional learning, as well as sent out a survey via the TQ committee that asked about professional learning we could provide through courses. We are also making note of enrollment in our courses to determine "popular" topics, and are embedding feedback modules into our courses to better improve existing courses.

West Des Moines Community Schools: Needs assessment is based on data analysis of courses taken, requests for additional courses, and needs identified through professional learning surveys and our mentoring and induction program.

What changes were made to the licensure renewal program based on the data collected?

AEA Learning Online: Surveys indicated that the all participants value the flexibility of self-paced courses. We have continued to expand our breath and depth of self-paced offerings. We have also been told that para educators really want professional learning. We continue to try to develop flexible and affordable options for them. We have been investigating ways to make our courses more interactive. We are currently developing new products in Articulate Storyline. We also had data requesting that we use Canvas as an LMS. We have implemented the use of Canvas with our professional learning participants and connected to iDentAEA to allow for streamlined access.

Central Rivers AEA: Based on the need to provide strong universal instruction, we coordinated efforts to offer LETRS training with approximately 500 participants and illustrative Mathematics courses for credit. We also recognized a need to continue the support for instructional coaches and offered a two-day Connecting the Dots Conference. This conference's theme was Think Again and Deepen participants' understanding of:

Accessibility: Creating inclusive learning environments for all students.

Assessment: Moving beyond grades to foster meaningful learning.

Classroom Management: Cultivating a positive and engaging classroom climate.

Curriculum Design: Building a curriculum that sparks curiosity and ignites student potential.

Effective Instruction: Implementing research-backed practices for deeper learning.

Building Strong Relationships: Fostering positive connections with students and colleagues.

Grading and Feedback: Utilizing strategies that promote growth and understanding.

We offered this opportunity for LR credit as well. We are also currently house over 240 content pieces of learning in our on-demand system. This system includes 15 micro-credentialed learning opportunities that are offered for 1 LR credit.

These micro-credentials are in response to a need to support areas such as the Science of Reading, Acceleration of Learning and the social emotional needs of staff.

Grant Wood AEA (GWAEA): We have continued to emphasize the importance of MTSS structures and SEBH content and critical components of student engagement, social-emotional learning, student voice and choice, and feedback. We have also increased our substitute authorization courses and are able to offer paraeducator certification training again.

While moving more courses back to face-to-face in 2021, we are still offering options via hybrid (zoom) when applicable. Feedback has been that schools are unable to hire enough substitute teachers, which is preventing teachers from attending face-to-face classes. Our Professional Learning Office is working on providing on-site learning to accommodate the needs of school districts, and providing a wide variety of courses that include micro-credential learning options. This option can be accessed at their convenience and for renewal credits, if they so choose.

Great Prairie AEA (GPAEA):

DATA:

The activities and/or assignments supported my understanding of the course content.

98.5% strongly agree or agree

1.5% disagree or strongly disagree

The course supports my individual, building, and/or district goals.

99% strongly agree or agree

1% disagree or strongly disagree.

Implementation of the course content will have a positive impact on student outcomes.

99.1% strongly agree or agree

0.9% disagree or strongly disagree

The learning goals/targets were met.

99% strongly agree or agree

1% disagree or strongly disagree.

#5) Suggestions for other topics of professional learning that interest you.

Behavior - 10 times

Math (including EC math) - 9 times

Autism - 8 times

Early Childhood - 7 times

Reading and Writing - 4 times

History/Social Studies - 3 times

Dyslexia - 3 times
STAR training - 3 times
GOLD training - 3 times
Interventions - 3 times
Classroom management - 2 times
Science - 2 times
SEL, Legislation, safety, etc.

Suggestions:

Considering offering basics of Autism for audience such as Sub Auth.
Check rosters from courses that suggestions were provided and advertise to that group.

Green Hills AEA (GHAEA): We have increased our efforts to facilitate PL for districts “in house” based on their needs. We have also increased opportunities for asynchronous learning. Schools have asked for more learning and implementation support around Restorative Practices so we have added additional cohort opportunities for that learning. We have also increased our cohort opportunities for the Science of Reading implementation through LETRS training. We continue to add additional courses that offer educators digital tools to enhance classroom instruction. We continue to add micro-credentials to our library in order to personalize learning for educators. Micro-credentials can be redeemed as a license renewal credit if eligible and approved.

Heartland AEA: We use feedback from various groups including Curriculum Network, Superintendent’s Advisory, internal Heartland staff groups, PL surveys we collect and phone calls we receive. We also collect and look through all of our course offerings and evaluation data to determine future needs and improvements to programming here at Heartland. We do have a low rate of return on evaluations of courses, but our new system has a feature that reminds participants to fill out an evaluation. Due to recent legislation and the need to provide our services for a fee we have had extensive discussions with districts and schools around their PL needs. Through this work we have focused our efforts of their specific district and school needs. We have changed our fee structures and districts and schools purchase days from our consultants and we provide the credit for those opportunities. Our Chief and Chief Academic Officer have been to each district to discuss their needs in person. We also continue to provide registration and credit opportunities to districts, schools, and groups based on their individual, local needs.

Keystone AEA: Keystone has continued to offer virtual as well as face-to-face courses for renewal. Teachers appreciate not having to travel and districts appreciate not having to look for subs. Keystone has worked with the statewide licensure renewal team to provide online substitution and para educator certification. The statewide group continues to look at ways to increase participation by offering courses statewide with coordinated instruction across multiple AEAs. The micro credential course has continued to be a good fit for our teachers so Keystone continues to add new and relevant micro credential offerings from literacy, social emotional health, computer science and more. (Follow this link for more information on micro credentials at Keystone: <https://www.keystoneaea.org/educators/classes-workshops-and-trainings/micro-credentialing>). As schools continue to make changes due to staff shortages our micro-credentials now include learning around coaching and co-teaching. Artificial Intelligence (AI) best practice courses have also been added.

Mississippi Bend AEA (MBAEA): The Professional Development Advisory Committee is integral to our course design and is the deciding factor for needs. Based on requests from LEAs and collaborative conversations throughout the year, professional development increases and adjusts to meet needs.

Northwest AEA (NWAEA): Many teachers indicated they wanted courses in SEBH (32), Special Education (19), Literacy (14), Technology (10), General Education (30), and ESL (7). Several teachers (8) also wanted courses specifically for their mental well-being. Many of these courses were offered. Information about the desire/need for these courses was shared with the Educational Services Consultants and the SEBH Coaches at Northwest AEA. They were encouraged to continue teaching the courses and/or create new courses--especially if they could be offered via Zoom, Hybrid, or online/self-paced so teachers wouldn’t have to find a substitute. This information will also be shared with the Advisory Committee in November.

Prairie Lakes AEA (PLAEA):

Based on the data collected from various feedback sources, several key changes were made to the licensure renewal program to better meet the needs of educators and administrators. One significant enhancement was the promotion of instructional frameworks through tailored course offerings. For example, the course Using an Instructional Framework to Refine Teacher Evaluation and Provide Feedback that Promotes a Growth Mindset (Course 182397), written by J. Randel and approved in January 2020, was designed to support teachers and evaluators in fostering a growth mindset through effective feedback. In response to specific requests from administrators seeking evaluator approval credit, additional course syllabi were developed and made available upon demand. These courses address both leadership and instructional needs, ensuring administrators are well-equipped with the tools they need for effective evaluation and feedback. Notable

offerings include:

Prairie Lakes Leadership Network (submitted by J. Randel in October 2023, currently pending approval): This course was created to support leadership development and collaboration among school administrators.

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Utilizing Instructional Frameworks to Strengthen Instruction and Improve Student Learning (Course 204899, written by J. Randel, approved in February 2023): This course focuses on leveraging instructional frameworks to enhance teaching practices and, ultimately, student learning outcomes.

Principles and Practices for Positive Leadership (Course 215809, written by J. Randel, approved in August 2023): Designed for school leaders, this course explores the principles and practices that contribute to positive and effective leadership within educational environments.

These new and updated courses reflect the evolving needs of educators and administrators, driven by the data collected through various assessments, and ensure that the licensure renewal program remains responsive, relevant, and impactful in supporting professional growth.

Iowa Safe Schools: This year, rather than adding new courses, we focused on responding to the feedback from participants that was asking for more concrete strategies to use in the work they do with students. This resulted in updating the curriculum for existing classes, the introduction of reading materials from scholars and life-long-educators (Teaching in Rural Places, Working With Students Who Have Anxiety, etc.) webinars from course instructors and other educators who are experts in subject matter, and developing the implementation plan throughout the course, rather than just at the end for the final assignment.

Iowa State Education Association (ISEA): A major change we made to our license renewal program based on feedback collected was to revise our schedule timeline for courses. Instead of some of our courses beginning every four to six weeks, we have revised our timeline to better follow a three-semester timeline throughout the calendar year. Participants can join anytime during each semester, but they must complete the course by the end of the listed dates for each semester.

We have also added more courses on the topics of reading literacy, mental health, and educational technology. Periodically all license renewal and graduate-level courses are reviewed to ensure rigor and high standards of teaching and learning are present. The feedback gathered may prompt redesigning a course, primarily time allotted and instructional delivery method.

Members Impacting Students/Improving Curriculum (MISIC): Data and feedback from our member districts indicated a desire to focus on:

- the social-emotional needs of staff and students
- academic impact through instructional improvement, curriculum planning, and assessment analysis
- individual teacher needs

In response to the expressed needs, MISIC:

- Supported districts who designed specific courses to meet their learning goals
- Developed courses in writing across the curriculum and understanding ISASP results
- Offered and evaluated micro-credential courses for individual teachers

Professional Educators of Iowa (PEI): Survey answers included classroom management, stress, and student interactions. Classes that were added included active listening, differentiation, classroom culture, and student trauma.

School Administrators of Iowa (SAI): We have added Masterminds groups in response to members' feedback asking for learning and networking in shorter chunks of time. These groups meet 6 times for an hour, every other week. The structure of the Mastermind supports effective collaborative problem-solving and deep discussions about content. We have continued to offer both virtual and in-person events to meet the preferences of our members. Additionally, we have been able to partner with AEAs and districts to bring learning to the regions of the state. Most exciting is the addition of our coaching program, which supports the individualized growth and development of our leaders.

Cedar Rapids Community School District: The committee meets 3-4 times/year and reviews (new) courses submitted utilizing a rubric and also feedback from previous courses and helps to decide if a course should be offered again.

Norwalk Community Schools: We greatly increased the amount and types of courses offered by creating an Instructional Designer position and a Course Monitor position. We compensated people for their time creating courses, and the time it takes to monitor courses, which allowed us to add a significant amount of courses to future school years.

West Des Moines Community Schools: Some courses were offered again based on needs that were identified through the school improvement process, as well as aligning to our district strategic plan. These included courses to support culturally diverse and immigrant populations, as well as strengthening core instruction and supporting students. We have continued to find that some courses aren't full enough to run. We believe the legislation regarding license renewal may be impacting, and we'll continue to monitor.