

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
701 E. Court Ave., Suite A
Des Moines, Iowa 50309

Minutes

March 14, 2025

The Board of Educational Examiners (Board or BoEE) held a meeting on March 14, 2025. Chad Janzen, Board Chair, called the meeting to order at 8:30 a.m. Members attending were Kathy Behrens, Pam Bleam, Miranda Brus, Davis Eidahl, Eric St Clair, Daniel Zylstra, Paige Thorson, Jennifer Sammons, Michael Pyevich. Also in attendance was Mike Cavin, Executive Director, Beth Myers, Attorney/Investigator, Diane Dennis, Lori Lavorato, William Rector and Matthew Barron, Investigators, Marc Elcock, Assistant Attorney General.

Eric St Clair moved, with a second by Michael Pyevich, to approve the agenda.

MOTION CARRIED UNANIMOUSLY

Daniel Zylstra with a second by Paige Thorson to approve the consent agenda (minutes for February 14, 2025). **MOTION CARRIED UNANIMOUSLY.**

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

The Board returned to open session at 10:57 a.m.

1 Kathy Behrens moved, with a second by Miranda Brus, that in **case number 24-225**
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 (1), and order the Board staff to proceed
4 with the case. **MOTION CARRIED UNANIMOUSLY**

5
6 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-285,**
7 the Board find probable cause to establish a violation of the Code of Professional
8 Conduct and Ethics, 282 IAC rule 25.3 (3) b & e and 25.3 (8)a, and order the Board
9 staff to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

10
11 Kathy Behrens moved, with a second by Davis Eidahl, that in **case number 24-244**
12 the Board find probable cause to establish a violation of the Code of Professional
13 Conduct and Ethics, 282 IAC rules 25.3 (3) e, and order the Board staff to proceed
14 with the case. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes;
15 Janzen – yes; St Clair – recuse; Zylstra – yes; Thorson – yes; Sammons – recuse;
16 Pyevich - yes; **MOTION CARRIED**

17
18 Eric St Clair moved, with a second by Michael Pyevich that in **case number 24-238,**
19 the Board find that the evidence gathered in the investigation, including witness
20 statements and the documentary evidence, does not substantiate the allegations in the
21 complaint, and that the Board therefore lacks probable cause to proceed with this
22 matter. **MOTION CARRIED UNANIMOUSLY**

23
24 Davis Eidahl moved, with a second by Kathy Behrens, that in **case number 24-245.**
25 the Board find probable cause to establish a violation of the Code of Professional
26 Conduct and Ethics, 282 IAC rules 25.3 (5) a (2), and order the Board staff to proceed
27 with the case. **MOTION CARRIED UNANIMOUSLY**

28
29 Kathy Behrens moved, with a second by Miranda Brus, that in **case number 24-248,**
30 the Board find probable cause to establish a violation of the Code of Professional
31 Conduct and Ethics, 282 IAC rules 25.3 (5) a (2), and order the Board staff to proceed
32 with the case. **MOTION CARRIED UNANIMOUSLY**

1 Miranda Brus moved, with a second by Eric St Clair that in **case number 25-07**, the
2 Board and the Board find probable cause to establish a violation of the Code of
3 Professional Conduct and Ethics, 282 IAC rules 25.3(5) a (2), and order the Board staff
4 to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

5
6 Davis Eidahl moved, with a second by Pam Bleam, that in **case number 25-22**, the
7 Board find probable cause to establish a violation of the Code of Professional Conduct
8 and Ethics, 282 IAC rules 25.3 (5) a (2), and order the Board staff to proceed with the
9 case. **MOTION CARRIED UNANIMOUSLY**

10
11 Daniel Zylstra moved, with a second by Pam Bleam, that in **case number 24-295**, the
12 Board find probable cause to establish a violation of the Code of Professional Conduct
13 and Ethics, 282 IAC rule 25.3 (5) a (2), and order the Board staff to proceed with the
14 case. **MOTION CARRIED UNANIMOUSLY**

15
16 Davis Eidahl moved, with a second by Pam Bleam, that in **case number 25-02**, the
17 Board find probable cause to establish a violation of the Code of Professional Conduct
18 and Ethics, 282 IAC rule 25.3 (5) a (2), and order the Board staff to proceed with the
19 case. **MOTION CARRIED UNANIMOUSLY**

20
21 Paige Thorson moved, with a second by Pam Bleam, that in **case number 25-03**, the
22 Board find probable cause to establish a violation of the Code of Professional Conduct
23 and Ethics, 282 IAC rule 25.3 (5) a (2), and order the Board staff to proceed with the
24 case. **MOTION CARRIED UNANIMOUSLY**

25
26 Daniel Zylstra moved, with a second by Michael Pyevich, that in **case number 25-24**,
27 the Board find probable cause to establish a violation of the Code of Professional
28 Conduct and Ethics, 282 IAC rule 25.3 (5) a (2), and order the Board staff to proceed
29 with the case. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes;
30 Janzen – yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – recuse; Pyevich -
31 yes; **MOTION CARRIED**

1 Kathy Behrens moved, with a second by Miranda Brus, that in **case number 25-25**,
2 the Board find probable cause to establish a violation of the Code of Professional
3 Conduct and Ethics, 282 IAC rule 25.3 (5) a (2), and order the Board staff to proceed
4 with the case. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes;
5 Janzen – yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – recuse; Pyevich -
6 yes; **MOTION CARRIED**

7
8 Kathy Behrens moved, with a second by Eric St Clair, that in **case number 24-275**,
9 the Board finds that the evidence gathered in the investigation, including witness
10 statements and the documentary evidence, does not substantiate the allegations in the
11 complaint, and that the Board therefore lacks probable cause to proceed with this
12 matter. **MOTION CARRIED UNANIMOUSLY**

13
14 Miranda Brus moved, with a second by Eric St Clair, that in **case number 24-276**, the
15 Board finds that the evidence gathered in the investigation, including witness
16 statements and the documentary evidence, does not substantiate the allegations in the
17 complaint, and that the Board therefore lacks probable cause to proceed with this
18 matter. **MOTION CARRIED UNANIMOUSLY**

19
20 Pam Bleam moved, with a second by Paige Thorson, that in **case number 24-237**, 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; Bleam -yes; Brus -yes; Eidahl – yes; Janzen – yes; St
24 Clair – yes; Zylstra – recuse; Thorson – yes; Sammons – yes; Pyevich -yes; **MOTION**
25 **CARRIED**

26
27 Michael Pyevich moved, with a second by Kathy Behrens, that in **case number 24-**
28 **220**, the Board finds probable cause to establish a violation of the Code of Professional
29 Conduct and Ethics, 282 IAC rule 25.3 (6) f, and order the Board staff to proceed with
30 the case. **MOTION CARRIED UNANIMOUSLY**

31
32 Kathy Behrens moved, with a second by Miranda Brus, that in **case number 24-300**,
33 the 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 Miranda Brus moved, with a second by Kathy Behrens, that in **case number 24-301**,
6 the Board finds that the evidence gathered in the investigation, including witness
7 statements and the documentary evidence, does not substantiate the allegations in the
8 complaint, and that the Board therefore lacks probable cause to proceed with this
9 matter. **MOTION CARRIED UNANIMOUSLY**

10
11 Paige Thorson moved, with a second by Pam Bleam, that in **case number 24-288**, 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. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –
16 yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – recuse; Pyevich - yes;
17 **MOTION CARRIED**

18
19 Paige Thorson moved, with a second by Michael Pyevich, that in **case number 24-**
20 **289**, the 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. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –
24 yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – recuse; Pyevich -yes;
25 **MOTION CARRIED**

26
27 Davis Eidahl moved, with a second by Daniel Zylstra, that in **case number 24-291**,
28 the Board finds that the evidence gathered in the investigation, including witness
29 statements and the documentary evidence, does not substantiate the allegations in the
30 complaint, and that the Board therefore lacks probable cause to proceed with this
31 matter. **MOTION CARRIED UNANIMOUSLY**

1 Davis Eidahl moved, with a second by Daniel Zylstra, that in **case number 24-292**,
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 Jennifer Sammons moved, with a second by Kathy Behrens, that in **case number 24-**
8 **234**, the Board finds probable cause to establish a violation of the Code of Professional
9 Conduct and Ethics, 282 IAC rule 25.3 (1) e (4) 3, 25.3 (6) d, 25.3 (8) a, and order the
10 Board staff to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

11
12 Eric St Clair moved, with a second by Daniel Zylstra that in **case number 24-265**, the
13 Board finds that the evidence gathered in the investigation, including witness
14 statements and the documentary evidence, does not substantiate the allegations in the
15 complaint, and that the Board therefore lacks probable cause to proceed with this
16 matter. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –
17 yes; St Clair – yes; Zylstra – yes; Thorson – recuse; Sammons – yes; Pyevich - yes;
18 **MOTION CARRIED**

19
20 Eric St Clair moved, with a second by Miranda Brus, that in **case number 24-266**, the
21 Board finds that the evidence gathered in the investigation, including witness
22 statements and the documentary evidence, does not substantiate the allegations in the
23 complaint, and that the Board therefore lacks probable cause to proceed with this
24 matter. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –
25 yes; St Clair – yes; Zylstra – yes; Thorson – recuse; Sammons – yes; Pyevich -yes;
26 **MOTION CARRIED**

27
28 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-271**,
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. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –

1 yes; St Clair – yes; Zylstra – yes; Thorson – recuse; Sammons – yes; Pyevich -yes;

2 **MOTION CARRIED**

3
4 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-272**,
5 the Board finds that the evidence gathered in the investigation, including witness
6 statements and the documentary evidence, does not substantiate the allegations in the
7 complaint, and that the Board therefore lacks probable cause to proceed with this
8 matter. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl – yes; Janzen –
9 yes; St Clair – yes; Zylstra – yes; Thorson – recuse; Sammons – yes; Pyevich -yes;

10 **MOTION CARRIED**

11
12 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-279**,
13 the Board finds that the evidence gathered in the investigation, including witness
14 statements and the documentary evidence, does not substantiate the allegations in the
15 complaint, and that the Board therefore lacks probable cause to proceed with this
16 matter. **MOTION CARRIED UNANIMOUSLY**

17
18 Eric St Clair moved, with a second by Kathy Behrens, that in **case number 24-278**,
19 the Board finds that the evidence gathered in the investigation, including witness
20 statements and the documentary evidence, does not substantiate the allegations in the
21 complaint, and that the Board therefore lacks probable cause to proceed with this
22 matter. **MOTION CARRIED UNANIMOUSLY**

23
24 Eric St Clair moved, with a second by Kathy Behrens, that in case number 24-310 the
25 Board finds that the evidence gathered in the investigation, including witness
26 statements and the documentary evidence, does not substantiate the allegations in the
27 complaint, and that the Board therefore lacks probable cause to proceed with this
28 matter. **MOTION CARRIED UNANIMOUSLY**

29
30 Kathy Behrens moved, with a second by Jennifer Sammons, that the Board accept the
31 respondent's waiver of hearing and voluntary surrender in **case number 23-65** and
32 that the Board issue an order permanently revoking the license with no possibility of
33 reinstatement. **MOTION CARRIED UNANIMOUSLY**

Eric St Clair moved, with a second by Miranda Brus, that in **case number 24-241**, 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

Eric St Clair moved, with a second by Michael Pyevich, that in **case number 24-242**, 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 Miranda Brus, that in **case numbers 23-180 & 23-188** 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

Paige Thorson moved, with a second by Pam Bleam, that in **case numbers 24-247**, 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

Daniel Zylstra moved, with a second by Miranda Brus, that in **case numbers 24-154**, 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

Davis Eidahl moved, with a second by Kathy Behrens, that in **case numbers 24-06**, 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 Paige Thorson, to accept the signed consents to waive the deadline in **case numbers 24-213 and 24-220**, and issue an order

1 extending the deadline. Roll call vote: Behrens – yes; Bleam -yes; Brus -yes; Eidahl –
2 yes; Janzen – recuse; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – yes;
3 Pyevich -yes; **MOTION CARRIED**

4
5 Daniel Zylstra moved, with a second by Kathy Behrens, to extend the 180-day
6 deadline for issuance of the final decision in **case number 24-221** based the need to
7 schedule the hearing and conclude the contested case process. The respondent did
8 not file an objection to the extension even though given an opportunity to object, and
9 retaining this pending licensing matter ensures that any potential threats or risks to
10 students are thoroughly evaluated while also guaranteeing the educator has the
11 opportunity to dispute the alleged ethical wrongdoing. **MOTION CARRIED**

12 **UNANIMOUSLY**

13
14 Kathy Behrens moved, with a second by Miranda Brus, to extend the 180-day deadline
15 for issuance of the final decision in **case number 24-224** based on the need to
16 schedule the hearing and conclude the contested case process. The Respondent does
17 not object to the extension, and retaining this pending licensing matter ensures that
18 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 Paige Thorson moved, with a second by Michael Pyevich, to extend the 180-day
23 deadline for issuance of the final decision in **case number 24-225**, based on the need
24 to schedule the hearing and conclude the contested case process. Retaining this
25 pending licensing matter ensures that any potential threats or risks to students are
26 thoroughly evaluated while also guaranteeing the educator has the opportunity to
27 dispute the alleged ethical wrongdoing, and dismissal of the case would undermine
28 public trust in educational licenses and would result in disparate treatment of similar
29 ethical violations. **MOTION CARRIED UNANIMOUSLY**

30
31 Daniel Zylstra moved, with a second by Jennifer Sammons, to extend the 180-day
32 deadline for issuance of the final decision in **case number 24-226** because the
33 seriousness of the accused violation is of such a magnitude, additional time is

1 required to complete a comprehensive investigation and conclude the contested case
2 process. The Respondent does not object to the extension, and allowing more time for
3 resolution of the complaint assures due process for the Respondent. **MOTION**

4 **CARRIED UNANIMOUSLY**

5
6 Kathy Behrens moved, with a second by Miranda Brus. to extend the 180-day deadline
7 for issuance of the final decision in case number 24-227 based on the need to
8 schedule the hearing and conclude the contested case process. The Respondent did
9 not file an objection to the extension even though given an opportunity to object, and
10 allowing more time for resolution of the complaint assures due process for the
11 Respondent. **MOTION CARRIED UNANIMOUSLY**

12
13 Paige Thorson moved, with a second by Pam Bleam, to extend the 180-day deadline for
14 issuance of the final decision in case number 24-228 based on the need to schedule
15 the hearing and conclude the contested case process. The Respondent did not file an
16 objection to the extension even though given an opportunity to object, and dismissal of
17 the case would undermine public trust in educational licenses and would result in
18 disparate treatment of similar ethical violation. **MOTION CARRIED UNANIMOUSLY**

19
20 Daniel Zylstra moved, with a second by Michael Pyevich, to extend the 180-day
21 deadline for issuance of the final decision in case number 24-229 based on the need
22 to schedule the hearing and conclude the contested case process. The Respondent did
23 not file an objection to the extension even though given an opportunity to object, and
24 allowing more time for resolution of the complaint assures due process for the
25 Respondent. **MOTION CARRIED UNANIMOUSLY**

26
27 Kathy Behrens moved, with a second by Jennifer Sammons, to extend the 180-day
28 deadline for issuance of the final decision in case number 24-230 based on the need
29 to schedule the hearing and conclude the contested case process. The Respondent did
30 not file an objection to the extension even though given an opportunity to object, and
31 the Respondent would not be prejudiced by the additional time necessary to resolve
32 the pending complaint given that investigative information remains confidential
33 pending the final decision. **MOTION CARRIED UNANIMOUSLY**

Eric St Clair moved, with a second by Michael Pyevich, to approve the closed session minutes for February 14, 2025. **MOTION CARRIED UNANIMOUSLY**

Request for Reinstatement:

None

Communication from the Public:

None

Board Member Reports:

None

Executive Director's Report

Legislative Report:

All rules from the EO10 Review went into effect on February 26th. The grooming bill has moved through the subcommittees and first funnel. Some modifications are expected. The BoEE staff been involved in multiple discussions with legislators and DHH regarding a bill that would move all abuse investigations from schools to DHH. It has cleared the first funnel and will continue to be discussed.

Agency Update:

BoEE consultant staff has been presenting ethics and licensure to Iowa Teacher Preparation programs. Director Cavin has been Ethics presentations to LEA's in Iowa and has begun accepting offers to present in a few LEA's for the Fall.

Financial Report:

February Financials have been included. A little progress has been made and finances are even with last year at this time.

License Report:

Renewal applications are being processed at about 2 1/2 weeks out and Conditional license applications are being requested and processed for the 2025-26 school year.

1 Director Cavin requested topics, ideas and location preference from Board members
2 for the BoEE Board Retreat that will be held in June 2025.

3
4 Petition for Waiver

5 None

6
7 Reports

8 The proposed draft of the BoEE Board meeting calendar for FY 26 was provided in the
9 agenda packet. Meeting dates for October and November have proposed date changes
10 to accommodate NASDTEC PPI Conference. Eric St Clair moved, with a second by
11 Pam Bleam, to approve the BoEE Board meeting calendar for FY 26. **MOTION**

12 **CARRIED UNANIMOUSLY**

13
14 There being no further business, Paige Thorson moved, with a second by Kathy
15 Behrens, to adjourn the meeting at 11:43 a.m. **MOTION CARRIED UNANIMOUSLY.**

MAR 28 2025

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: Abbigale Young

Case No. 25-01
(to be completed by Board)

Address:

Date: 3/28/2025

Folder Number (if known): 1143805

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:

- 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—22.6(256) *School business official authorization.*

22.6(1) *Requirements for an initial school business official authorization. Applicants for an initial school business official authorization will have completed the following requirements:*

a. Education. Applicants will have a minimum of an associate's degree in business or accounting or 60 semester hours of coursework in business or accounting, of which nine semester hours will be in accounting.

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

I am requesting a waiver of 282-22.6(1)(a) which requires applicants for an initial School Business Official authorization to have a minimum of an associate's degree in business or accounting or 60 semester hours of coursework in business or accounting, including nine semester hours in accounting.

Section F. WAIVER INFORMATION

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

I am requesting this waiver for my Temporary Initial SBO license because, while I have not yet completed my coursework, I have spent the past five years managing the nutrition and activity accounts, handling all related accounting tasks, and preparing and presenting financial reports. I have also assisted with annual audits and contributed to the district's financial planning process. My experience has given me a strong foundation in school finance, and I am confident in my ability to fulfill the responsibilities of a School Business Official.

In terms of my coursework, I have completed a total of 6 accounting credits, along with an additional 30 credit hours of business courses. I am currently enrolled in Payroll Accounting, finishing in May that will bring me to my 9 credit hours of accounting. I also intend to complete additional coursework this summer to fully meet the requirements needed for my initial SBO license.

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):

If I am unable to obtain this waiver, I will not be allowed to continue in this role, and the position may need to be filled by someone who may not have the same level of commitment to the district as I do. I have worked extremely hard to reach this point in my career, and losing this opportunity

would be a significant personal and financial setback. This role is important to me, and I am fully dedicated to serving the district to the best of my ability.

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?

To my knowledge, waiving this rule would not affect any substantial legal rights of other individuals. Granting this waiver would simply allow me to continue performing my current duties based on my experience, while I work toward completing the required coursework. I would also be eligible to be granted a School Business Official mentor and continue to learn about this role from the Iowa School Business Institute.

If this rule is waived, the main consequence would be that I am able to continue serving the district in a role I am already effectively fulfilling. It would provide continuity in financial management and prevent disruption to the district's operations.

If this decision sets a precedent, it could provide flexibility for other individuals with significant relevant experience to be considered for a School Business Official role, even if they have not yet completed all formal coursework. However, each case would still require careful review to ensure candidates have the necessary skills and experience to perform the job effectively.

5. 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?

Granting this waiver would not impact the equal protection of public health, safety, or welfare. I have been successfully handling the financial responsibilities of this role for several years in regards to the activity and nutrition fund, ensuring compliance with financial regulations, providing accurate reporting, and managing the district's finances responsibly.

Allowing me to continue in this role will help the district maintain steady financial oversight, ensuring that funds are properly managed and allocated to support educational programs, student activities, and essential resources. It truly brings me pride to serve our students in this behind-the-scenes capacity. Working alongside teachers and administrators to ensure that students have the tools they need to succeed—whether in the classroom, in sports, on stage, or bringing a science project to life—is incredibly meaningful to me. While the work I do may go unnoticed by some, to me, it's the greatest honor.

This waiver would allow the district to retain me as an experienced and dedicated employee who is already familiar with its financial operations. My knowledge of the district's financial systems, budgeting process, and audit procedures, and operations ensures continuity and efficiency, avoiding disruptions or delays that could arise from training a new employee. Given the shortage of School

Business Officials in Iowa, as evidenced by the current situation, it would be difficult for our district to find someone with both the necessary educational qualifications and the hands-on knowledge of school finance in our area. Without this waiver, the district would likely have to enter into a 28E sharing agreement with another district, which might not be as familiar with or as dedicated to the unique financial needs of our school.

Student welfare will remain a priority because my role directly supports the financial integrity of the district. By ensuring that funds are properly allocated for student programs, school safety, and essential services, I contribute to a well-functioning and well-funded learning environment.

Granting this waiver does not lower the standards of the profession but rather acknowledges relevant hands-on experience as an alternative pathway to meeting licensure requirements. I am committed to continuing my education to fulfill all requirements, ensuring that I meet the standards expected of a School Business Official.

Good financial management plays a large role in student success by making sure our district has the resources needed for curriculum, classroom materials, and teacher support. By keeping the district's finances stable, I help create an environment where teachers can focus on what matters most, teaching, without worrying about budget constraints getting in the way.

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

Although my attached letter from Southeastern Community College states that I am expected to complete my requirements by August 8, 2025, I am requesting that this waiver extend through September 30, 2025. Many of the required courses align closely with my workplace experience, allowing me the opportunity to test out of them. However, as a hands-on learner, I would like to allow some flexibility in case I need to complete a course in person to ensure full understanding of the material.

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.

Yes, several colleagues and supervisors are familiar with my work and the responsibilities I have been given in my previous and current role. Attached are the letters of support from a few of my supervisors and colleagues.

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.

I was unable to find a similar waiver request.

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.



Petitioner's Signature

3/28/2025
Date

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



282—20.5(256) Licensure renewal programs.

20.5(1) Application for licensure renewal program.

a. The application will describe a minimum of ten planned licensure renewal credit courses or five administrator renewal credit courses per year at a minimum of 15 contact hours each that are evidence based and model best practices in education.

- [Course List](#)

b. The application will identify the criteria used in selecting faculty/instructors for the licensure renewal courses.

- [Instructor of Record \(IOR\)](#)

Our instructors are required to hold a Master's degree related to courses in which they are developed. A minimum of five years teaching experience is required for consideration of holding a position as an independent instructor at Grow Professionally.

c. The application will provide survey results showing the professional development needs that will be met through the courses.

- [Survey Analysis](#)

d. The application will identify a licensure renewal credit coordinator who will serve as a contact person, file required reports, provide records of credit and maintain these records for at least ten years.

Grow Professionally has appointed Stephanie Scott, current Vice President of Operations and independent course instructor, as the licensure renewal credit coordinator.

20.5(2) Eligible agencies/institutions.















a. Area education agencies, school districts, and charter schools.

b. Accredited nonpublic schools.

c. Iowa educational professional organizations.

d. Iowa colleges and universities approved for teacher education.

e. Iowa community colleges.

Course Instructor	Course Name	Credits	Syllabus
Tyler Youngers	Using AI in the PreK12 Classroom	2	UAIC - Syllabus
Tyler Youngers	Grow Professionally through YouTube Explorations	2	GPYE - Syllabus
Tyler Youngers	Grow Professionally through TED Talks Explorations	2	GPTT - Syllabus
Tyler Youngers	Grow Professionally through Podcast Explorations	2	GPPE - Syllabus
Tyler Youngers	Giving Better & Faster Feedback	2	GBFF - Syllabus
Tyler Youngers	Using Digital Tools to Improve Student Writing	2	UDSW - Syllabus
Tyler Youngers	Get Students to Think Critically	2	GSTC - Syllabus
Tyler Youngers	Workflow Tips for Educators	2	WTE - Syllabus
Tyler Youngers	Enhance Your Teaching w/ EdTech Tools	2	ETWT - Syllabus
Tyler Youngers	Google Classroom Beyond the Basics	2	GCBTB - Syllabus
Tyler Youngers	You Can Do WHAT with Google Docs?!	2	DWGD - Syllabus
Tyler Youngers	You Can Do WHAT with Google Slides?!	2	DWGS - Syllabus
Tyler Youngers	Make Just One Change - 	2	MJOC - Syllabus
Tyler Youngers	Project Based Teaching 	2	PBT - Syllabus
Tyler Youngers	Use Design Thinking to Increase Creativity in the Classroom - 	2	UDT - Syllabus
Tyler Youngers	Create a Thinking Culture in the Classroom - 	2	CTCC - Syllabus
Tyler Youngers	AI for Educators- 	1	AIFE - Syllabus
Tyler Youngers	Engagement is NOT a Unicorn - 	1	EINU - Syllabus
Tyler Youngers	Tech Like a Pirate - 	1	TLAP - Syllabus
Tyler Youngers	Building Blocks for Tiny Techies - 	1	BBTT - Syllabus
Tyler Youngers	The InterACTIVE Class - 	1	TIAC - Syllabus
Tyler Youngers	Coming Soon -- Using Canva to Make Magic	1	UCMM - Syllabus
Tyler Youngers	Coming Soon - Project Based Learning Simplified - 	1	PBLS - Syllabus
Tyler Youngers	Coming Soon - EduProtocols - 	1	EDUP - Syllabus
Janelle Thompson	Teaching Students With Dyslexia	1	TSD - Syllabus
Janelle Thompson	This is Structured Literacy	1	TSL - Syllabus
Janelle Thompson	Structured Literacy Planning & Intervention	1	SLPI - Syllabus
Stephanie Scott	The Deepest Well 	2	THD-Syllabus
Stephanie Scott	Coming Soon - Hacking School Discipline	2	HSD- Syllabus
Stephanie Scott	What Happened To You? 	1	WHTY- Syllabus
Stephanie Scott	Trauma- Responsive Strategies- EC 	1	TRS-EC Syllabus
Stephanie Scott	SJE 1:8 Rights & Activism	1	SJE-1:8 Syllabus
Stephanie Scott	Coming Soon - SJE 2:8 Social Class	1	SJE-2:8 Syllabus
Steven McHugh	Coming Soon - Effective Strategies for Teaching Math	2	ESTM- Syllabus
Steven McHugh	Coming Soon -Understanding the Needs for Talented & Gifted Students	2	T&G- Syllabus
Steven McHugh	Coming Soon -Supporting ELLs in the Classroom	2	ELL- Syllabus
Becky Hinze	Scarborough's Reading Rope: Unraveling Word Recognition	1	SRR:WR- Syllabus
Becky Hinze	Scarborough's Reading Rope: Amplifying Fluency and Comprehension	1	SRR:F & C- Syllabus
Becky Hinze	Scarborough's Reading Rope: Unraveling Language Comprehension	1	SRRF: LC- Syllabus
Becky Hinze	Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1	1	Tier 1- Syllabus



Stephanie: Data Set #1

1. Behavior and Trauma – 61
2. Trauma-Informed Strategies for Elementary – 54
3. Brain Development and Trauma – 43
4. SEL & the Implicit Bias – 31
5. Morning Meetings & Expectations – 29
6. Trauma-Informed Strategies for Early Childhood – 24
7. Trauma-Informed Strategies for Secondary/High School – 7
8. Other SEL/Creative-Based Courses – 2
9. Courses for PE Teachers/Coaches – 1
10. Courses for Instructional Coaches – 1
11. Music Therapy for Trauma Students – 1

Tyler: Data Set #2

1. Book Studies on Instructional Strategies or EdTech: 105
2. Digital Portfolios: 46
3. Personalized Learning: 57
4. Blended Learning: 54
5. Flipped Learning: 64
6. Formative Assessment Tools: 81
7. Design Thinking: 31
8. Blogging: 20

Becky: Data Set #3

1. Unraveling Scarborough's Reading Rope: Word Recognition – 3

2. Unraveling Scarborough's Reading Rope: Language Comprehension – 7
3. Effective Universal Instruction – 2 r
4. Scarborough's Reading Rope: Amplifying Fluency and Comprehension – 2 r
5. Effective Writing Instruction – 7 r
6. Unsure at this time – 1

The survey results above are compiled from several course offerings. Course surveys are required of participants before grades are submitted to gather important feedback to help our instructors reflect on time management, rigor of coursework, and future course requests. Our audience for this survey is course participants who sought license renewal or graduate credit. Elementary, middle school and high school educators along with music, art, physical education, interventionists, guidance counselors, instructional coaches, and special education educators take our courses. We have course participants all over the state of Iowa who have given feedback in our surveys. A comprehensive list is below:

- Akron Westfield CSD
- Allamakee CSD
- Altoona CSD
- Aplington-Parkersburg CSD
- Atlantic CSD
- Baxter CSD
- Belle Plaine CSD
- Bettendorf CSD
- Burlington CSD
- Burlington Notre Dame CSD
- Camanche CSD
- Cedar Falls CSD
- Cedar Rapids CSD
- Cedar Rapids Xavier CSD
- Centerville CSD
- Central DeWitt CSD

- Central Lee CSD
- Central Rivers AEA
- Center Point Urbana CSD
- Chariton CSD
- Clear Creek Amana CSD
- Clinton CSD
- Community Action of Eastern Iowa
- Council Bluffs CSD
- Crawfordsville CSD
- Dallas Center-Grimes CSD
- Davenport CSD
- DCG
- Denison CSD
- Des Moines CSD
- Des Moines Independent
- DMACC
- Drake University
- Dubuque CSD
- Dysart CSD
- East Buchanan CSD
- East Union CSD
- Eldora-New Providence CSD
- Elgin CSD
- ELC CSD
- Emmetsburg CSD

- Fairfield CSD
- Forest City CSD
- Garner Hayfield CSD
- Gehlen Catholic CSD
- Gilmore City-Bradgate CSD
- Grant Hills AEA
- Grant Wood AEA
- Grinnell CSD
- Heartland AEA
- Holy Family Catholic - DSM
- Holy Family Catholic School
- Indianola CSD
- Interstate 35 CSD
- Iowa City CSD
- Iowa Lakes Community College
- Jesup CSD
- Johnston CSD
- Keokuk CSD
- Knoxville CSD
- Le Mars CSD
- Linn Mar CSD
- Marion CSD
- Mason City CSD
- Mid-Prairie CSD
- Mississippi Bend AEA

- Missouri Valley CSD
- MOC-Floyd Valley CSD
- Monticello CSD
- Mount Pleasant CSD
- Mount Vernon CSD
- MVAO CSD
- New Hampton CSD
- Newell-Fonda CSD
- North Fayette Valley CSD
- North Liberty CSD
- North Mahaska CSD
- North Scott CSD
- North Tama CSD
- Northwood-Kensett CSD
- Norwalk CSD
- Ottumwa CSD
- Pekin CSD
- Pella Christian CSD
- Pella CSD
- Pleasant Valley CSD
- Postville CSD
- River Valley CSD
- Sergeant Bluff CSD
- Sheffield CSD
- Shenandoah CSD

- Sibley-Ocheyedan CSD
- Sioux City CSD
- South Hardin CSD
- South Tama County CSD
- Southeast Polk CSD
- Southeast Valley CSD
- St. Francis
- St. Theresa Catholic - DSM
- Storm Lake CSD
- Turkey Valley CSD
- Underwood CSD
- Urbandale CSD
- Vinton-Shellsburg CSD
- Wahlert Catholic - Dubuque
- Waukee CSD
- Waterloo CSD
- Waverly-Shell Rock CSD
- Washington CSD
- WDM Valley CSD
- West Burlington CSD
- West Central CSD
- West Des Moines CSD
- West Fork CSD
- West Monona CSD
- Westwood CSD

- Woodbury Central CSD
- Young Uns Preschool -- Dubuque

There are approximately 337 school districts in Iowa. Grow Professionally has served approximately 37% of those districts with license renewal and graduate credit courses.

The analysis of course request frequency across data set #1 sets highlights a clear emphasis on behavior, trauma, and trauma-informed strategies, with "Behavior and Trauma" (61 mentions) emerging as the most frequently requested topic. This suggests a strong demand for professional learning that addresses student behavior through a trauma-responsive lens. Courses focused on trauma-informed strategies for different age groups also received significant interest, particularly in elementary settings (54 mentions), while early childhood (24 mentions) and secondary/high school (7 mentions) had comparatively fewer mentions. Additionally, "Brain Development and Trauma" (43 mentions) indicates an interest in understanding the neurological impact of trauma, reinforcing educators' desire for a scientific foundation in trauma-informed practices.

Also from data set #1, while Social-Emotional Learning (SEL) and implicit bias (31 mentions) also ranked highly, the lower frequency of requests for more specialized SEL and creative-based courses (2 mentions) suggests a preference for trauma-related content over broader SEL topics. Similarly, niche professional learning areas such as PE teachers/coaches, instructional coaches, and music therapy for trauma students received only one mention each, signaling either a lack of awareness or lower perceived relevance. The limited interest in morning meetings and expectations (29 mentions) suggests that while classroom management strategies remain valuable, they may not be prioritized as highly as deeper trauma-informed approaches. These findings highlight a significant opportunity to develop professional learning courses that align with the strong demand for trauma-informed practices while considering targeted outreach for underrepresented topics.

Data set #2 reflects interest levels in various professional learning topics related to instructional strategies and educational technology. The most popular topic is Book Studies on Instructional Strategies or EdTech, with 105 respondents expressing interest, indicating a strong demand for structured professional reading and discussion. Formative Assessment Tools follows with 81 responses, suggesting a high priority for effective assessment strategies in classrooms. Flipped Learning (64), Personalized Learning (57), and Blended Learning (54) also demonstrate considerable interest, highlighting educators' focus on flexible and student-centered instructional methods. Digital Portfolios (46) show moderate interest, likely tied to student work documentation and assessment practices. Design Thinking (31) and Blogging (20) received the least interest, suggesting that while creative problem-solving and reflective writing have niche appeal, they may not be top priorities for most educators. Overall, the data indicates a strong emphasis on improving instructional strategies, technology integration, and assessment methods in professional learning.

The survey results from data set #3 indicate strong interest in courses related to Scarborough's Reading Rope and effective instructional strategies among educators. The most in-demand courses, each with 63.6% (7 respondents) interest, are *Unraveling Scarborough's Reading Rope: Language Comprehension* and *Effective Writing Instruction*, suggesting a pressing need for professional learning in these areas. Additionally, *Unraveling Scarborough's Reading Rope: Word Recognition* garnered interest from 27.3% (3 respondents), while *Effective Universal Instruction* and *Scarborough's Reading Rope: Amplifying Fluency and Comprehension* were each selected by 18.2% (2 respondents). One respondent (9.1%) was unsure about their future course selection. These results highlight a significant demand for structured, evidence-based literacy instruction, particularly in language comprehension and writing, underscoring the need for professional development opportunities that support educators in enhancing students' literacy skills.