

**Minutes
State Board of Education
July 31, 2012**

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Diane Crookham-Johnson
Oskaloosa

Sister Jude Fitzpatrick
West Des Moines

Michael L. Knedler
Council Bluffs

Valorie J. Kruse
Sioux City

Mike May
Spirit Lake

Max Phillips
Woodward

LaMetta Wynn
Clinton

McKenzie Baker
Student Member
Forest City

Jason E. Glass
Director and
Executive Officer

The State Board of Education meeting was held on Tuesday, July 31, 2012, in the Grimes State Office Building, State Board Room, Des Moines, Iowa. The following State Board members were present: Rosie Hussey, Charlie Edwards, Max Phillips, LaMetta Wynn, Diane Crookham-Johnson, Mike May, Mike Knedler, Valorie Kruse, Sister Jude Fitzpatrick, and McKenzie Baker. Director Jason Glass and Iowa Department of Education (Department) staff members Gail Sullivan, Jody Crane, Mike Cormack, Gwen Nagel, Staci Hupp, Jeff Berger, Colleen Hunt, Phil Wise, Amy Vybiral, Sandra Dop, Marietta Rives, Phil Wise, Matt Ludwig, Jeremy Varner, Ryan Wise, and David Tilly. Also in attendance were: Governor Terry Branstad, Lt. Governor Kim Reynolds, and Linda Fandel, Governor's Office; Jackie Crawford, Simpson College; John Parker and Susan Severino Fenton, Legislative Services Agency; Mary Stegmeier, The Des Moines Register; MJ Dolan, Iowa Association of Community College Trustees; Joen Rottler Larson and Cindy Martinek, Ashford University; Mary Ellen Carroll and Rebecca Monhardt, Loras College; Sarah Poling and Lisa Beatty, Emmaus Bible College; Duane Magee, Board of Educational Examiners; Dave Epley, House Minority Party Caucus Staff-Education; Darwin Danielson, Radio Iowa; Amy Sheeler and Senta Hawkins, Charter; Randy Schumack, WHO-TV; Tom Ahart and Pat Lantz, Des Moines Independent Community School District; and Jean Torgeson, North Iowa Area Community College.

STATE BOARD WORK SESSION

A work session was held to review and discuss the draft list of State Board policy development priorities identified at the retreat.

The policies are:

- Competency-based Education
- Online Learning and Other Technological Advances
- Reducing Achievement Gaps
- Improving Teacher and Leader Preparation

Rosie Hussey explained the process in establishing the priorities and asked for Board members' reaction to each of the priorities.

STATE BOARD BUSINESS MEETING

State Board President Rosie Hussey called the meeting to order at 10:00 a.m.

It was moved by Mike Knedler and seconded by LaMetta Wynn that the July agenda be approved. The motion carried unanimously

COMMUNICATION

Public Comment

There was no public comment.

Director's Report

Director Jason Glass provided an update on the task forces that have been assembled as part of Senate File (SF) 2284. The task forces are:

- School Instructional Time Task Force
- Competency-Based Instruction Task Force
- Iowa Teaching Standards and Criteria Review Task Force
- Teacher Performance, Compensation and Career Development Task Force
- Statewide Educator Evaluation System Task Force
- Cross Agency Assessment Instrument Planning Group

Rosie Hussey asked if the Board would have the ability to view the various task force reports that will be developed.

Glass reported that the Department is in the midst of a significant reorganization in the Division of Learning and Results. Glass introduced Dave Tilly who is the new Deputy Director over the Division. By the middle of August, the Division will have three new bureau chiefs and an associate division administrator. Tilly addressed the Board and talked about his background. He stated that the leadership role in the Division of Learning and Results is being reemphasized.

Glass announced that an Iowa Teacher and Principal Leadership Symposium will be held on Friday, August 3, at Drake University. He talked about the presenters and encouraged Board members to attend.

Glass discussed the process that the Department will be undertaking on legislative priorities for the 2013 session. Work on this will begin in August and will continue with proposed education legislation from the Governor. The goal will be to have that proposal before legislators during the first week that the Iowa General Assembly meets next year. The focus of that legislative package will be around teacher leadership roles, changes in the related compensation system, and other related measures. Major topics also under consideration include educator quality initiatives, further refinement of

competency-based education that customizes the education of each student and concepts that positively impact high level standards and curriculum. Dick Elmore's work on the instructional core will also provide additional framework for this discussion.

Glass announced that Nicole Proesch has been hired as the Department's new attorney (replacing Carol Greta). Proesch has recently been a prosecutor in the Story County Attorney's Office. Due to the retirement of Roger Utman, the Department is in the process of filling the administrator position in the Division of Community Colleges. Colleen Hunt is currently acting interim administrator in that division. Larry Bice has been hired to replace Kris Crabtree-Groff. Bice most recently worked in the teacher preparation program at Clarke University.

CONSENT AGENDA

Charlie Edwards moved and Sister Jude Fitzpatrick seconded to approve the consent agenda. The motion carried unanimously.

BOARD ACTION/DISCUSSION AGENDA

Rules: Chapter 22 – Senior Year Plus Program (Notice)

Mike Cormack, Policy Liaison, and Phil Wise, Policy Advisor, Office of the Director, presented the Chapter 22 rules.

Cormack indicated that he is the new rules coordinator for the Department along with assistance from Phil Wise, Ryan Wise, and other members of the Department. He is also the new liaison with the boys and girls athletic associations, and facilitator of the School Instructional Time Task Force.

Under SF 2284, changes were made to entry requirements for the Senior Year Plus Program. Previously, all applicants had to be tested as proficient, which would be at the 40th percentile ranking or higher on the Iowa Assessments in math, science, and reading, in order to be eligible for such coursework. Without scoring at the level of proficiency or higher in all three areas, students could not take any Senior Year Plus coursework. Under these proposed rules, students in defined career and technical coursework are not subject to those requirements. Students in all other Senior Year Plus coursework must continue to demonstrate proficiency.

In addition, the terms Iowa Tests of Basic Skills (ITBS) or Iowa Tests of Educational Development (ITED) have been updated to reflect the change to the current term of such testing, the Iowa Assessments. Finally, clarity was given to this section of rules that entry to Advanced Placement coursework is not subject to the proficiency requirements that must be met under the Senior Year Plus section.

There was discussion whether the Chapter 22 rules include STEM (science, technology, engineering and math) classes or the introduction to engineering programs. It was explained that there was language passed in the education reform bill relating to Project

Lead the Way and that those rules will be dealt with in a separate set of rules that will be presented to the Board at their September meeting. There was additional discussion regarding what the rules would be for students that will be starting school at the end of August and when the guidance would be available to districts.

Motion: Max Phillips moved and Mike Knedler seconded to give public notice of its intent to amend Chapter 22.

Vote: The motion carried unanimously.

Rules: Chapter 83 – Teacher and Administrator Quality Programs (Notice)

Mike Cormack, Policy Liaison, and Phil Wise, Policy Advisor, Office of the Director, presented the Chapter 83 rules. Cormack reminded the Board of the rulemaking process.

Iowa Code and administrative rules previously mandated evaluations of non-probationary teachers and all administrators every three years. Under SF 2284, those requirements were changed. In the case of administrators, they are now subject to formal annual evaluations. For non-probationary teachers, their formal evaluation remains at three years but they must now have informal evaluations performed in the other two. These informal evaluations shall be done by a peer review group of educators as defined by Iowa Code section 284.8(1) as amended by SF 2284, section 6. No changes were made to the evaluation process for probationary level teachers, who are typically in their first two years of instruction but may be held in that status for an additional year by the local school if they determine the need exists.

There was discussion about who is included in the peer review groups.

Motion: Max Phillips moved and Charlie Edwards seconded to give public notice of its intent to amend Chapter 83.

Vote: The motion carried unanimously.

Rules: Chapter 15 – Uses of Telecommunications for Instruction by Schools (Notice)

Mike Cormack, Policy Liaison, and Phil Wise, Policy Advisor, Office of the Director, and Gwen Nagel, Consultant, Division of Learning and Results presented the Chapter 15 rules.

Under SF 2284, new public policy was crafted concerning virtual learning and how our state should move forward in that realm. While Chapter 15 did give direction on telecommunications, rule making had not evolved since it was written in the context of the Iowa Communications Network and simpler computer technology. With the rapid growth of digital learning across the United States, SF 2284 provided more direct guidance in the area of online coursework, both through Department of Education efforts in Iowa Learning Online and in parameters around private online efforts.

These rules are being proposed to meet the new requirements of SF 2284. Current 281-Chapter 15 rules are rescinded and replaced by a new 281-Chapter 15. These new rules contain elements of the first rules, but more clearly meet the legislation that passed this session than previous rules did.

These new definitions and procedures should help to provide clarity to what is and is not allowed for online learning in our state. It provides guidance on what is allowed for private instruction and does the same for Iowa Learning Online, which while operational since 2004, is now codified for the first time.

There was discussion regarding a section of the rules in Division I that deals with “teacher preparation and accessibility,” Division II that deals with “online learning offered by a school district,” and another section in Division II that deals with “prohibition regarding open enrollment.”

Clarification was sought regarding why 28E agreements were excluded from the rules. Department representatives agreed that those should be included and will be added.

Motion: Sister Jude Fitzpatrick moved and Charlie Edwards seconded to rescind the current Chapter 15 and give public notice of its intent to replace it with this new Chapter 15.

Vote: The motion carried unanimously.

Rules: Chapter 79 – Standards for Practitioner and Administrator Preparation Programs (Notice)

Mike Cormack, Policy Liaison, Phil Wise, Policy Advisor, and Ryan Wise, Special Assistant, Office of the Director, presented the Chapter 79 rules.

Under SF 2284, changes were made to the current Practitioner and Administrator Preparation Programs in the area of testing of prospective teaching applicants. This will impact those entering and leaving such programs on the postsecondary level. Upon entrance of such a program, students will now take a pre-professional skills test from a national testing service versus the previously broader basic skills test. Upon completion of the program, students must be able to score above the 25th percentile nationally on an assessment that measures pedagogy and knowledge of at least one subject area. This test must be done by a national testing service to be determined by the Director.

Motion: Charlie Edwards moved and Max Phillips seconded to give public notice of its intent to amend Chapter 79.

Vote: The motion carried unanimously.

Simpson College Teacher Preparation Program

David Tilly, Deputy Director, introduced Matt Ludwig, Consultant, Bureau of Accreditation and Improvement Services. Jackie Crawford was introduced as representing Simpson College.

Ludwig shared highlights and an overview of the report. The standards reviewed are: Governance and Resources, Diversity, Faculty, Assessment, Clinical, and Curriculum.

A concern was expressed with information contained in the Concerns/Recommendations section. Specifically, it appears the program is under-resourced by the institution. It was stated that the institution should be held accountable for funding this program at a higher level.

Jackie Crawford shared information on what the institution is doing to address the Concerns/Recommendations that are contained in the report.

There was discussion about what the Simpson College Teacher Preparation Program is doing for their practitioners in the areas of competency-based education and virtual learning.

There was also discussion regarding the need for follow-up, the seven year review cycle and the need to hear from Simpson College's administration, what criteria the Board uses when informing the program they need to improve, what follow-up is done to ensure the concerns have been addressed, and options for the Board on how to proceed.

Motion: Max Phillips made a motion and Charlie Edwards seconded to table this item with the opportunity for Simpson College's administrative team to attend the next State Board meeting and respond to the questions and concerns that have been expressed

Vote: The motion carried unanimously.

It was decided a letter would be sent to Simpson College's administration requesting them to appear before the Board at the September 13, 2012, State Board of Education meeting to address concerns and recommendations that are contained in the Simpson College Teacher Preparation Program report.

Ashford University Teacher Preparation Program (Clinton, IA campus only)

Matt Ludwig, Consultant, Bureau of Accreditation and Improvement Services, introduced Joen Rottler Larson and Cynthia Martinek, Ashford University.

Ludwig shared highlights and an overview of the report. He stated that this campus is located in Clinton, and the teacher preparation program is not an online program like

other programs that Ashford offers. The standards reviewed are: Governance and Resources, Diversity, Faculty, Assessment, Clinical, and Curriculum.

The discussion centered around a concern about the sustainability of the program, how the institution dealt with other concerns that were contained in the reports, how many students are enrolled in the elementary and secondary education programs, and a way to request a follow-up report to address the concerns.

Motion: Max Phillips made a motion and Charlie Edwards seconded to approve the Ashford University (Clinton, IA campus only) Teacher Preparation Program through the next state visit cycle scheduled for 2018-2019 academic year.

Vote: The motion carried unanimously.

Loras College Teacher Preparation Program

Matt Ludwig, Consultant, Bureau of Accreditation and Improvement Services, introduced Mary Ellen Carroll and Rebecca Monhardt from Loras College.

Ludwig shared highlights and an overview of the report. The standards reviewed are: Governance and Resources, Diversity, Faculty, Assessment, Clinical, and Curriculum.

Motion: Mike Knedler made a motion and Max Phillips seconded to approve the Loras College Teacher Preparation Program through the next state visit cycle scheduled for 2018-2019 academic year.

Vote: The motion carried unanimously.

Emmaus Bible College Teacher Preparation Program

Matt Ludwig, Consultant, Bureau of Accreditation and Improvement Services, asked Emmaus representatives to introduce themselves. Emmaus staff members present were: Lisa Beatty and Sarah Poling.

Ludwig shared highlights and an overview of the report. The standards reviewed are: Governance and Resources, Diversity, Faculty, Assessment, Clinical, and Curriculum.

There was discussion about whether the senior year-long internship program the institution offers is making a difference and if others could learn from that practice.

Motion: Max Phillips made a motion and Mike May seconded to approve the Emmaus Bible College Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Vote: The motion carried unanimously.

There was discussion regarding the need to make changing the review process a priority and if it would be possible for the Department to receive additional funding to support more staff to work in this area. Max Phillips asked Mike May to interject this issue into the Teacher Performance, Compensation and Career Development Task Force which he is serving on.

Prairie Lakes Area Education Agency (AEA) Paraeducator Preparation Program Approval

Marietta Rives, Consultant, Bureau of Student and Family Support Services, reported that she will be presenting five paraeducator programs to the Board for approval. Rives has been working with each of the institutions and they are excited about where they are in this process.

Prairie Lakes AEA has three programs they are seeking approval for. They are: Generalist Level I, Early Childhood, and Special Needs paraeducator programs. These programs have been going since the inception of the paraeducator programs. Prairie Lakes AEA recently added to their advisory committee and have created an in the classroom observation protocol for their paraeducator candidates that are going through the program.

Motion: Sister Jude Fitzpatrick made a motion and Valorie Kruse seconded to approve for five years the paraeducator preparation programs submitted by Prairie Lakes AEA. The next review will be during the 2017-2018 school year.

Vote: The motion carried unanimously.

There was a question regarding the number of students going through the program.

Keystone AEA Paraeducator Preparation Program

Marietta Rives, Consultant, Bureau of Student and Family Support Services, reported that Keystone AEA initially had a portfolio program. In an effort to adhere to the Iowa Code standards, the agency needed to reorganize. The agency made the changes very eagerly. The courses will start this fall and Rives is working closely with their certifying official to collect data. Keystone AEA is seeking approval for the Generalist Level I and Early Childhood paraeducator programs.

Motion: Mike Knedler made a motion and Valorie Kruse seconded to approve the paraeducator preparation programs submitted by Keystone AEA. The next review will be during the 2017-2018 school year.

Vote: The motion carried unanimously.

There was discussion about whether people who complete the program are finding employment.

Dordt College Paraeducator Preparation Program Approval

Marietta Rives, Consultant, Bureau of Student and Family Support Services, talked about Dordt College embedding paraeducator courses into their teacher preparation program and developing a pipeline from the paraeducator program to becoming a certified licensed teacher in Iowa. Dordt College is seeking approval for the Generalist Level I, Career and Transitional Program, English as a Second Language, Special Needs, and Early Childhood paraeducator programs.

There was discussion about whether college tuition is paid for these programs.

Motion: Valorie Kruse made a motion and Sister Jude Fitzpatrick seconded to approve the paraeducator preparation programs submitted by Dordt College. The next review will be during the 2017-2018 school year.

Vote: The motion carried unanimously.

Iowa Western Community College

Marietta Rives, Consultant, Bureau of Student and Family Support Services, reported that Iowa Western Community College saw a need in their geographic area for this type of program. Iowa Western Community College is seeking approval for the Generalist Level I; Early Childhood; Special Needs; English Language Learner; Library, Media, Technology; and Speech-Language Paraeducator Assistant paraeducator programs. As a community college, they already had these courses in place and have now added the paraeducator competencies to their current coursework.

Motion: Sister Jude Fitzpatrick made a motion and Mike May seconded to approve the paraeducator preparation programs submitted by Iowa Western Community College. The next review will be during the 2017-2018 school year.

Vote: The motion carried unanimously.

Northeast Iowa Community College

Marietta Rives, Consultant, Bureau of Student and Family Support Services, reported that Northeast Iowa Community College developed an advisory committee with representation from a variety of community elements. Their courses have been established for some time and their instructors have longevity. Northeast Iowa Community College is seeking approval for the Generalist Level I and Special Needs paraeducator programs.

There was discussion regarding the program offering an Associate of Arts degree upon completion of coursework, how important the role of paraeducators is and how they tie into the student achievement scenario, how well these programs are aligned with colleges and universities so these classes will transfer, and if school districts are having

problems finding associates because they are not willing to make the financial investment in the paraeducator requirement.

Motion: Mike Knedler made a motion and Max Phillips seconded to approve the paraeducator preparation programs submitted by Northeast Iowa Community College. The next review will be during the 2017-2018 school year.

Vote: The motion carried unanimously.

Governor Terry Branstad and Lt. Governor Kim Reynolds

President Rosie Hussey welcomed Governor Terry Branstad and Lt. Governor Kim Reynolds. She indicated that the Board appreciates their vision and understanding of the transformational change that Iowa needs in education. Only by working together can we position Iowa as a leader in education and ensure Iowa students are prepared for college and careers in a global competitive economy.

Branstad thanked the Board for the opportunity to talk with them. He and the Lt. Governor appreciate the Board members' personal commitment to educational excellence in Iowa and Director Glass' leadership in the Department.

Branstad provided comments and stated that this is a great opportunity to look at how we can restore schools to be the best in the nation and to give our students a globally competitive education. The Board's outreach to Iowans and communities all across the state is critical to building the kind of consensus we need to get change. We must instill in young people how important it is that they take personal responsibility to get the best education they can. We must connect the subjects that students learn in school with the careers they want so they can see there is a connection between what they are learning in school and what they want to do the rest of their lives.

Lt. Governor Reynolds shared comments regarding the Governor's STEM Advisory Council. She referenced a report that shows that Iowa students demonstrated less academic growth on those national tests than any of the other states measured.

Branstad said he is confident that we can take the steps needed to once again be a leader in these national student achievement tests. In the 21st century all students need a strong foundation in math and reading. Students also need to know how to think critically, analyze problems, and be able to communicate clearly. He stressed the importance of students being able to read by the end of third grade. He appreciates the fact that lawmakers approved a new \$2 million reading research center. Branstad stated that developing teacher leadership will also be at the heart of the education package for the 2013 session of the legislature.

Branstad reminded the Board of the Teacher Leader Symposium that that will be held at Drake University on August 3. He also mentioned that he is eager to read the recommendations from Teacher Performance, Compensation and Career Development Task Force which is due on October 15.

Reynolds provided additional information on the STEM Advisory Council which she co-chairs with Ben Allen, University of Northern Iowa President. She explained the purpose of the initiative and the Council's membership. It is a public private partnership. The legislature appropriated \$4.7 million this fiscal year to support the program. Reynolds indicated that the Council's biggest accomplishments thus far are the creation of the regional STEM network hubs. She talked about the purpose of the hubs, the locations, the bidding process, challenges, funding, programs, leadership, the initiative being a collaborative effort with Regent institutions, recommendations that are being developed, and next steps.

There was discussion about whether community colleges are involved in the STEM initiative.

Rosie Hussey indicated that the Board has identified the following four priorities and that they are still in draft form. The priorities will not change, but how to address them possibly could. The priorities will be finalized at the September State Board meeting. The priorities are: Reducing the Achievement Gap, Competency-based Education, Online Learning and Other Technological Advances, and Improving Teacher and Leader Preparation.

Mike Knedler shared information on the Board's priority of Reducing the Achievement Gap. There was discussion regarding how Rtl works and why Iowa's students with disabilities are last in terms of achievement.

Valorie Kruse shared information on the Board's priority of Competency-based Education.

Max Phillips shared information on the Board's priority of Online Learning and Other Technological Advances. There was discussion regarding the maximum number of students that the online learning program can support.

Charlie Edwards shared information on the Board's priority of Improving Teacher and Leader Preparation.

Jean Torgeson, North Iowa Area Community College Trustee, Association of Community College Trustees (ACCT) Chair-Elect

Rosie Hussey introduced and congratulated Jean Torgeson for the honor of being elected as Chair-Elect of the Association of Community Colleges Trustees. Torgeson reviewed and discussed a PowerPoint presentation that addressed:

- ACCT's Purpose
- Access for Success
- Iowa Leading the Nation
- Iowa's National Rank
- Opportunities
- Emerging Issues

Torgeson also distributed and reviewed documents titled: *Reclaiming the American Dream*, *A Policy Action Agenda for Student Success*, and *Resources*.

There was discussion regarding the graduation rate for community colleges.

Iowa's Community College Adult Literacy Annual Report –Fiscal Year 2011 (July 1, 2010 – June 30, 2011)

Colleen Hunt, Interim Chief, Division of Community Colleges, introduced Amy Vybiral, Bureau of Adult, Career, and Community College Education. Vybiral shared highlights from *The Annual Adult Literacy Report 2011* which included the following:

- Mission Statement
- Program Information
- Student Information
- State Leadership Information
- Funding – Iowa Percentage of Federal Allocation
- Program Statistics
- State Leadership Information
- Funding – Iowa Percentage of Federal Allocation
- Future Directions
- Adult Literacy Research
- Improvements Immediately Evident

There was discussion about whether there are models in Iowa where people in jail are being successfully reached, and if the GED (General Educational Development) test is the same in other states.

Des Moines Public Charter School

Public Comment Related to Request to Amend Charter

There was no public comment.

Action on Request to Amend Charter

David Tilly, Deputy Director, and Isaiah McGee, Consultant, Bureau of Accreditation and Improvement Services, reported that the context for this Board action is a proposed modification of the charter school contract between the Board of Directors of the Des Moines Independent Community School District and the Iowa State Board of Education.

Tilly reviewed Iowa Code Section 256F.6(1) which states: *An approved charter school or innovation zone school application shall constitute an agreement, the terms of which shall, at a minimum, be the terms of a four-year enforceable, renewable contract between a school board, or the boards participating in an innovation zone consortium, and the state board. The contract shall include an operating agreement for the*

operation of the charter school or the innovation zone school. The terms of the contract may be revised at any time with the approval of both the state board and the school board or boards participating in the innovation zone consortium, whether or not the stated provisions of the contract are being fulfilled.

Tilly continued by saying the Des Moines Public Charter School has been in operation for two years. Due to an absence of evidence indicating progress towards achieving the mission and goals of the charter school, difficulty recruiting staff, and an inability to recruit a highly qualified director, the Des Moines Independent School Board is requesting a modification to their charter that would allow them to suspend classes for the upcoming school year while they develop and implement a plan to meet the charter school's objectives and take specific steps to increase accountability.

Tilly stated that having considered the district's request, considering their proposed planning process, and considering the interest of the students who attend or might attend the charter school, the Department recommends that the State Board approve the Des Moines Independent School Board's request to amend their charter school contract.

Concern was expressed with approving the request. Initially, the Board felt this charter was innovative and was hopeful it could possibly be a model for dealing with at-risk students and students that were challenged academically. Because of some issues, the Board asked the charter school administrators to come back and explain some changes that were being made to what was originally proposed. There has been documented evidence of problems internally, leadership issues, and changing focus in terms of mission and plan. It was stated that based on the charter school's record, there is nothing that suggests they will be able to address the concerns with a meaningful plan.

Options for Board action and options for the charter school were discussed.

Tom Ahart, Des Moines Independent Community School District Acting Superintendent, and Pat Lantz, Des Moines Independent Community School District general counsel, were present. Ahart stated that neither of them had been directly involved with the charter school, but have been ushering this process through on recommendation from the school board. Ahart does not disagree with the comments that have been made. The District was attempting to ensure that the door was not closed to a future charter project. Work needs to be done for this charter or any other charter to be successful in Des Moines and the ultimate goal is to make sure students are being served appropriately.

There was discussion regarding the timeframe to apply for a new charter. The legal options available to the Board are:

- 1) The State Board can approve the request to amend the charter for the Des Moines Public Charter School.
- 2) The State Board can deny the request to amend the charter for the Des Moines Public Charter School.

- 3) If the State Board feels they do not have adequate information to make a decision, the Board can table the discussion.

Clarification was sought regarding the reason behind the Department's recommendation to approve the request. There was discussion regarding the Board's responsibility to approve charter schools, damage that has been done to the charter school movement because of the issues with this charter school, what would happen if the request is denied, if the amendment is denied how it would allow a clean start in a way that would be helpful and healthy for the district and students, the timeframe for each of the options for the district, what arrangements have been made for the charter's students and instructors, what options the Board would have to review the charter, and what would change about the charter if it is renewed.

Motion: Max Phillips made a motion and Charlie Edwards seconded to not accept the request from the Des Moines Independent Community School District and Board of Education to amend the charter for the Des Moines Public Charter School.

Vote: A roll call vote was taken: Aye: Charlie Edwards, Sister Jude Fitzpatrick, Rosie Hussey, Mike Knedler, Valorie Kruse, Max Phillips, and LaMetta Wynn. Nay: Diane Crookham-Johnson and Mike May.

Glass explained that, on advice from the attorney general's office, the Department's recommendation now to the Board is that at the next State Board meeting, the Board will provide notice to the Des Moines district of its intent to revoke the charter. At the following meeting, the Board will take action to revoke the charter.

Board Reports

Valorie Kruse attended a Competency-based Education Task Force meeting. Kruse requested a matrix of Department staff.

McKenzie Baker had no report.

LaMetta Wynn indicated that she was interested in today's discussion about teachers not having enough clinical experience which is also the same case as nursing.

Mike May reported that, along with Diane Crookham-Johnson, he attended a National Association of State Boards of Education (NASBE) New State Board Member Institute in Washington, DC.

May is also serving as a member of the Teacher Performance, Compensation and Career Development Task Force. The recommendations from this group are due in October and he would be happy to share this information with the Board.

Rosie Hussey thanked Board members for their presentations to the Governor and Lt. Governor. She reported that she attended, along with Mike Knedler, an Iowa Association of Community College Trustees meeting in Okoboji. At Director Glass' request, Valorie Kruse has agreed to join a group that will be visiting a teacher

preparation institution in Arizona. Hussey is planning to attend the Teacher and Principal Leadership Symposium on August 3 at Drake University. Hussey will also be attending the School Administrators of Iowa Conference on August 7-8.

There was discussion about the 2013 retreat date. Hussey stressed the importance of having all Board members in attendance at next year's retreat.

Hussey mentioned two documents that may be of interest to Board members. They are: *2011 State Teacher Policy Yearbook* and the *Blueprint for Change in Iowa*.

Jason Glass stated that the Department understands, applauds, and supports the message the Board was sending with the charter school vote. The Board expects charter schools to deliver on what they say they are going to do.

Glass introduced Duane (DT) Magee who is the new Executive Director of the Board of Educational Examiners. He was appointed by Governor Branstad on July 1, 2012. DT has been working closely with Department staff and sits on the senior leadership team.

Magee thanked the Board for their service and there was discussion about the two Boards meeting.

Charlie Edwards indicated that he has enjoyed serving on the Iowa Public Television Board.

Sister Jude Fitzpatrick had no report.

Diane Crookham-Johnson attended the NASBE New Member Institute with Mike May. She requested copies of a document titled *Gearing up Teacher Workforce Report* for each of the Board members. She reported that there will be a conference call on August 21, at 1:00 p.m. (CST) with Arne Duncan, United States Secretary of Education. Board members will receive an email with the call in information. NASBE's annual conference will be held in Chicago on October 11-13, 2012.

The Oskaloosa School District has invited her to view teachers putting Rtl into action at the elementary, middle, and high school levels. She'll bring back information to the Board.

Mike Knedler attended the Iowa Association of Community College Trustees Conference along with Rosie Hussey. He reported on sessions from that conference. If Board members are interested, he has a document titled *Campus Compact*.

Max Phillips reported that a Community College Council meeting is being planned.

Rosie Hussey adjourned the meeting at 3:40 p.m.

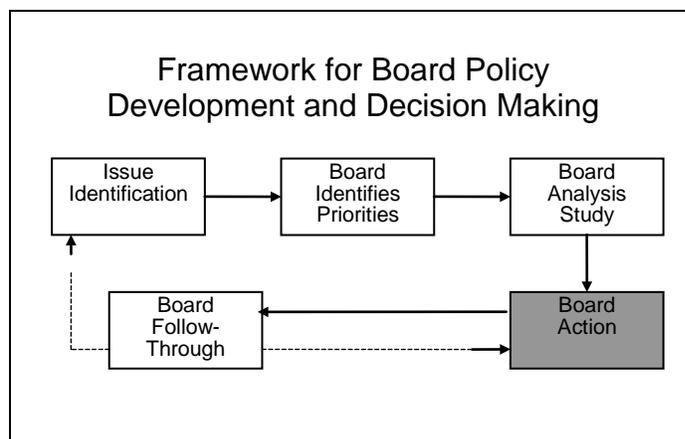
Rosie Hussey
President

Jason E. Glass
Director

Iowa State Board of Education

Executive Summary

November 7, 2012



Agenda Item: Rules: New Chapter 61 – Iowa Reading Research Center (Adopt)

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority:

Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A for carrying out the responsibilities of the Department. The education reform bill passed last session, Senate File (SF) 2284, directs the Department to establish an Iowa Reading Research Center (Iowa Code section 256.9(53)) and lays out the purpose and focus of the center in the legislation (SF 2284, section 32). It also directs the State Board to “adopt rules for the Iowa Reading Research Center and for implementation of the intensive summer literacy program developed and administered pursuant to section 256.9 subsection 53” (SF 2282, section 31). The center is required to submit a report of its activities to the General Assembly by January 15 annually.

Presenter: Mike Cormack, Policy Liaison
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board adopt Chapter 61.

Background: Sections 31 and 32 of SF 2284 included authorizing language for the creation of an Iowa Reading Research Center. This legislation requires the center to be

operational and to report back to the Iowa General Assembly by January 15, 2013. The initial focus of this center is on literacy efforts in kindergarten through grade 3 as directed by the law, with other goals to follow.

The rules are created in a new subsection due to the importance and uniqueness of the subject matter. Iowa does not have, nor has had, such a center and the rules reflect how this future entity will come into being. These rules will guide the center's operation.

There were no attendees at the public hearing on these rules nor any written comments received on them. These rules were presented before the Administrative Rules Review Committee and the comments were supportive of the center and of the proposed rules. That is the only input we have received since these were presented to the State Board of Education in the Notice stage of the process.

There are minor, technical changes in these rules but no substantive changes in them. The technical changes clarify property rights language in the original draft.

EDUCATION DEPARTMENT [281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5) and 2012 Acts, Senate File 2284, section 31, the State Board of Education hereby adopts new Chapter 61, "Iowa Reading Research Center" Iowa Administrative Code.

Proposed Chapter 61 describes a new Iowa Reading Research Center pursuant to 2012 Iowa Acts, Senate File 2284, sections 31 and 32.

An agency wide waiver provision is provided in 281---Chapter 4.

Notice of Intended Action was published in the October 3, 2012, Iowa Administrative Bulletin as ARC # 389C. Public comments were allowed until 4:30 p.m. on October 23, 2012. A public hearing was held on that date at which no person appeared. No written or oral comments were received.

This amendment is identical to that published under Notice, except for technical changes in 61.6(256).

After analysis and review of this rule making, no impact on jobs has been found as these rules simply establish a center as the code referenced allows.

These rules shall become effective January 2, 2013.

This amendment is intended to implement 2012 Iowa Acts, Senate File 2284, sections 31 and 32.

The following amendment is adopted.

Adopt the following **new** 281-chapter 61:

CHAPTER 61

IOWA READING RESEARCH CENTER

281—61.1(256) Establishment. There is established an Iowa reading research center.

The director of the department of education shall select a public education entity to serve as the host for the Iowa reading research center. Preference shall be given to a school district, an area education agency, or the joint area education agencies system. The selection of a host shall be for a specified period of time.

281—61.2(256) Purpose. The purpose of the center shall be to apply current research on literacy to provide for the development and dissemination of all of the following, although each of the following will not necessarily be of equal priority or immediacy:

1. Instructional strategies for prekindergarten through grade 12 to achieve literacy proficiency that includes reading, reading comprehension, and writing for all students.

2. Strategies for identifying and providing evidence-based interventions for students, beginning in kindergarten, who are at risk of not achieving literacy proficiency.

3. Models for effective school, parent, and community partnerships to improve student literacy.

4. Reading assessments.

5. Professional development strategies and materials to support teacher effectiveness in student literacy development.

6. Data reports on attendance center, school district, and statewide progress toward literacy proficiency in the context of student, attendance center, and school district demographic characteristics.

7. An intensive summer literacy program, referred to in rule 281—61.3(256).

281—61.3(256) Intensive summer literacy program. The center shall establish program criteria and guidelines for implementation of the program by school districts,

under rules adopted by the state board of education.

61.3(1) *Program criteria.* Reserved.

61.3(2) *Guidelines for implementation by school districts.* Reserved.

281—61.4(256) First efforts of the center. The first efforts of the center shall focus on improving reading performance and instruction in kindergarten through grade 3.

281—61.5(256) Nature of the center’s operation. The center shall govern its work according to the following requirements.

61.5(1) *Use of expertise.* The center shall draw upon national and state expertise in the field of literacy proficiency, including experts from Iowa’s institutions of higher education and area education agencies with backgrounds in literacy development.

61.5(2) *Data and report development.* The center and its director shall seek support from the Iowa research community in methodologies for the collection of student literacy data and in data report development, the analysis of available information from Iowa education data sources, and the analysis of progress toward literacy proficiency.

61.5(3) *Coordination with the department.* The center and its director shall work with the department of education to identify additional needs for tools and technical assistance for Iowa schools to help schools achieve literacy proficiency goals and seek public and private partnerships in developing and accessing necessary tools and technical assistance.

281—61.6(256) Nature of the center’s products. The center’s strategies, models, materials, and assessments, including the products referred to in subrule 61.6(3), shall be judged by and subject to the following requirements:

61.6(4) *Publicly available.* Due to the nature of the center, its products shall be widely and liberally distributed and used.

a. Regardless of any intellectual property right that may accrue to the center, the department of education shall have a perpetual, irrevocable, royalty-free, nonexclusive, nontransferable license to use any of the strategies, models, ~~and~~ materials, and assessments produced by the center.

b. Regardless of any intellectual property right that may accrue to the center, each school district, area education agency, and accredited nonpublic school shall have a perpetual, irrevocable, royalty-free, nonexclusive, nontransferable license to use any of the strategies, models, ~~and~~ materials, and assessments produced by the center.

c. Regardless of any intellectual property right that may accrue to the center, each school district, area education agency, accredited nonpublic school, and practitioner preparation program approved by the department of education shall have a perpetual, irrevocable, royalty-free, nonexclusive, nontransferable license to use any of the strategies, models, ~~and~~ materials, and assessments produced by the center to provide training to current and prospective teachers and administrators.

d. Notwithstanding paragraphs 61.6(4)“a” through “c,” the center may seek reimbursement from a school district, area education agency, accredited nonpublic school, or practitioner preparation program approved by the department of education for the actual cost of delivering the center’s products. For purposes of this paragraph, actual costs may include printing, telecommunications expenses, personnel time, postage, and other costs, but shall not include any amount that represents a royalty or other compensation for the use of the center’s intellectual property.

281—61.7(256) Governance and leadership of the center. The center shall be governed in the following manner.

61.7(1) Director and other personnel. The center shall have a director who shall be an employee of the host referred to in rule 281—61.1(256). The director of the department of education or the director's designee, in consultation with the host and the advisory council, shall select, determine the compensation of, and annually evaluate the director of the center.

a. Responsibilities of the director of the center will include the following:

(1) Enacting the priorities of the reading research center, as defined by the department;

(2) Achieving the Iowa reading research center's mission and purpose;

(3) Directing the center's budget;

(4) Managing the center's staff;

(5) Managing and overseeing the request for proposal (RFP) or contracting process or both to enact priorities of the center;

(6) Providing oversight and management of all contracts and projects initiated by the center;

(7) Establishing models for an intensive summer literacy program replicable in Iowa schools;

(8) Disseminating literacy research and its application; and

(9) Submitting required reports to the department and the general assembly.

b. The center may employ such other personnel as may be necessary to fulfill its responsibilities, upon approval of such positions by the director of the department of education.

61.7(2) Advisory council. When setting priorities for the center, the department of

education shall seek advice and assistance from an advisory council. The advisory council shall establish its bylaws and shall govern itself by the following paragraphs:

a. The advisory council shall consist of representatives of the department, school districts, area education agencies, accredited nonpublic schools, institutions of higher education, organizations representing reading and literacy teachers, community-based nonprofit organizations that are focused on literacy, statewide literacy organizations, and parents. Members who offer other perspectives may be appointed. Members may serve in more than one role. Members shall be appointed by the director of the department of education or the director's designee. Actual expenses for members of the advisory council may be assumed by the reading research center.

b. The advisory council shall recommend and continually review center priorities, which shall be consistent with these rules. The advisory council shall annually submit to the department a recommended set of projects and priorities for the reading research center.

c. The advisory council shall provide input to the director of the department on the desired qualifications for the position of director of the reading research center.

d. The advisory council shall advise and assist the center in preparing the annual report required by rule 281—61.9(256).

e. The advisory council shall foster collaboration across the Iowa reading research and evaluation community and serve as a facilitator in identifying additional research needs and ways to apply research to practice in Iowa schools and communities.

f. The advisory council shall stay abreast of emerging trends, research, and effective literacy practices.

g. The advisory council shall assist the director of the center in reviewing proposals for quality, viability, and statewide impact.

h. Meetings of the advisory council are public meetings subject to statutory open meetings requirements.

61.7(3) *Use of advisory council recommendations.* The department shall consider the priorities established by its advisory council in determining which projects or activities to direct the center to enact, consistent with these rules and with the center's funding.

61.7(4) *Contracts and awards.* In the furtherance of its work, the center may contract with other entities or may make awards by competitive bid. The rules in this chapter shall be a term of any contract or award under this subrule. Any product produced pursuant to a contract or award shall be subject to these rules, including subrule 61.6(4).

281—61.8(256) Financing of the center. The center will be financed in the following manner:

61.8(1) *Host as fiscal agent.* The host shall be the fiscal agent for the center.

61.8(2) *Public or private funds.* The host and the center may solicit and accept funds from public and private sources for the fulfillment of the mission and purpose of the center.

61.8(3) *Oversight by the department.* The department shall have oversight responsibilities for the financial operations of the center.

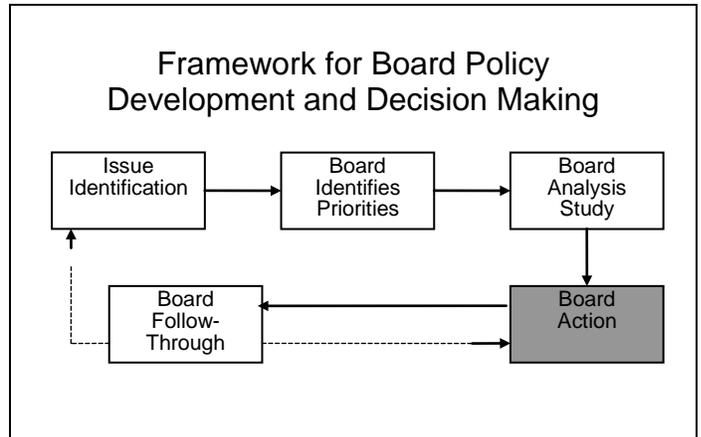
281—61.9(256) Annual report. The center shall submit a report of its activities to the general assembly by January 15 annually.

These rules are intended to implement 2012 Iowa Acts, Senate File 2284, sections 31 and 32.

Iowa State Board of Education

Executive Summary

November 14, 2012



- Agenda Item:** Rules: Chapter 43 – Pupil Transportation (Adopt)
- Iowa Goal:** All PK-12 students will achieve at a high level.
- State Board Role/ Authority:** Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A.
- Presenter:** None (consent agenda)
- Attachments:** 1
- Recommendation:** It is recommended that the State Board adopt these amendments to Chapter 43.
- Background:** Senate File 2221 was signed into law this spring by Governor Branstad after unanimous approval by the Iowa General Assembly. In that law and these rules, two major changes in the hiring process of school bus drivers take place. First, school districts, or their contracted transportation service, must at the point of hiring or relicensing check the Iowa court information system for the driving background of a current or potential driver. They must maintain those records and determine locally how that information should be used. Second, the district must check the statewide registries of child abuse, dependent adult abuse or sexual abuse. They are prohibited from hiring any such applicant or driver should they appear on any of those lists. Those listed on a registry may appeal, but only about being wrongfully named on a list and are immediately suspended. There were no public comments received on this item.

EDUCATION DEPARTMENT[281]

Adopted and Filed

Pursuant to the authority of Iowa Code sections 256.7(5) and 321.376(1), the State Board of Education hereby amends Chapter 43, “Pupil Transportation,” Iowa Administrative Code.

Recent legislation requires that local school districts examine the driving record of all current school bus drivers pursuing recertification and all school bus driver applicants on the Iowa court information system available to the general public. In addition, any driver or applicant who is listed on the state sex offender registry, dependent adult abuse registry or child abuse registry is prohibited from being employed by any Iowa school district as a bus driver. These proposed amendments comply with that new legislation.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the October 3, 2012, Iowa Administrative Bulletin as ARC #388C. Public comments were allowed until October 23, 2012. A public hearing was held on that date at which no person appeared. No written or oral comments were received on this.

The amendment is identical to that published under Notice.

After analysis and review of this rule making, no impact on jobs has been found.

This amendment shall become effective January 16, 2013.

These amendments are intended to implement 2012 Iowa Acts, Senate File 2221, sections 3 and 4.

The following amendments are adopted.

ITEM 1. Amend rule 281—43.21(285) as follows:

281—43.21(285) Experience, traffic law knowledge and driving record. No driver applicant shall be employed or allowed to transport students until the board determines that the applicant has an acceptable driving record, demonstrates the ability to safely operate the vehicle(s) representative of the vehicle(s) required to be operated during employment and is knowledgeable of traffic laws and regulations pertaining to the operation of a school bus. Each local district, or the district's contracted transportation service, must, at a minimum, check the driving record of each applicant or renewing driver on the Iowa court information system available to the general public. The local district shall determine what an acceptable driving record is based upon the district's review and must maintain records of the review of each driver. Nothing in this rule precludes the district from examining other records to determine whether the driver has an acceptable driving record nor does it restrict the district to such examinations only at the time of hiring and renewal.

ITEM 2. Amend rule 281—43.24(321) as follows:

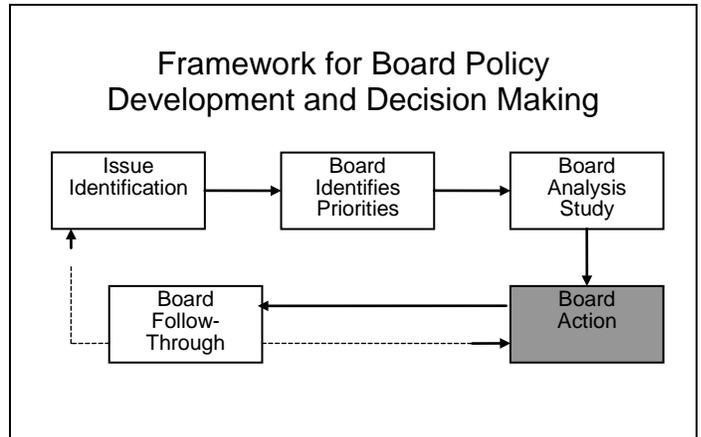
281—43.24(321) Authorization denials and revocations. A person who believes that a school bus driver who holds an authorization issued by the department of education or who seeks a school bus authorization has committed acts in violation of Iowa Code subsection 321.375(2) or rule 281—43.12(285) may file a complaint with the department against the driver or applicant. The department shall notify the driver or applicant that a complaint has been filed and shall provide the driver or applicant with a copy of the complaint. A hearing shall be set for the purpose of determining whether the bus driver's authorization shall be denied, suspended, or revoked, or whether the bus driver should

receive a reprimand or warning. Hearing procedures in 281—Chapter 6 shall be applicable to such proceedings. No school bus driver or applicant shall retain or obtain employment if the local district finds that the individual is listed on the sex offender registry under Iowa Code section 692A.121 available to the general public, the central registry for child abuse information established under Iowa Code section 235A.14, or the central registry for dependent adult abuse information established under Iowa Code section 235B.5. A hearing conducted pursuant to 2012 Iowa Acts, Senate File 2221, section 4 or 5, shall be limited to the question of whether the school bus driver or applicant was incorrectly listed on the registry. The driver or applicant shall not serve in the capacity of a school bus driver while the appeal process is being conducted.

Iowa State Board of Education

Executive Summary

November 14, 2012



Agenda Item: Rules: Chapter 98 – Financial Management of Categorical Funding (Adopt)

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/ Authority: Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A.

Presenters: None (consent agenda)

Attachments: 1

Recommendation: It is recommended that the State Board adopt the amendments to Chapter 98.

Background: This set of changes to Chapter 98 rules on categorical funding are in response to two pieces of legislation passed in the last legislative session. In the first, House File (HF) 451 provided new guidelines for the operation of dropout prevention programs and funding for those programs. These rules provide more clarity on the proper uses of those funds. In the second, HF 2465 included changes in the distribution of funds for the statewide voluntary preschool program. Previously, funds were distributed to private partners on a cost basis. This change provides the funding upfront to those partners. There were no public comments received and no one attended the public hearing on this.

EDUCATION DEPARTMENT[281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 98, “Financial Management of Categorical Funding,” Iowa Administrative Code.

This chapter provides standards and procedures for proper management of public moneys for educational categorical funds. Changes in 2012 Iowa Acts, Senate File 451, require changes in the usage of dropout prevention funding. In addition, changes in 2012 Iowa Acts, House File 2465, change the requirements concerning how funds connected to the statewide voluntary four-year-old preschool program would be distributed from the state to community-based providers through the local district. Additionally, those providers will be reimbursed for up to 5 percent of those funds for documented program administration costs.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the October 3, 2013, Iowa Administrative Code as ARC #387C. Public comments were allowed until 4:30 p.m. on October 23, 2012. A public hearing was held on that date at which no person appeared. No written or oral comments were received.

These amendments are identical to that published under Notice.

After analysis and review of this rule making, no impact on jobs has been found.

These amendments shall become effective January 16, 2013.

These amendments are intended to implement 2012 Iowa Acts, Senate File 451 and House File 2465.

The following amendments are proposed.

ITEM 1. Amend rule 281—98.13(256C,257) as follows:

281—98.13(256C,257) Statewide voluntary four-year-old preschool program. The statewide voluntary four-year-old preschool program is a program for a specific category of students. Funding for the program is for the purpose of providing a high-quality early learning environment for four-year-old children whose families choose to access such programs.

98.13(1) *Appropriate uses of categorical funding.* Because the program is specifically instructional, expenditures generally are limited to the functions of instruction, student support services and staff support services, but include expenditures required in 281—Chapter 16 for actual documented costs of program administration up to 5 percent of the allocation.

98.13(2) *Pass-through funding to community-based providers.* The school district shall pass through to a community-based provider for each eligible pupil enrolled in the district's approved local program not less than 95 percent of the per pupil amount.

a. The community-based provider may use up to 5 percent of the 95 percent portion for documented allowable administrative and operational costs of providing the district's approved local program.

b. Any portion of the 95 percent not documented as expended for direct instruction or administrative and operational costs as allowed by this rule shall be refunded to the district annually on or before July 1.

c. Any portion refunded to the district shall be added to the total amount available for the district's approved local program for the subsequent school year.

~~98.13(2)~~ **98.13(3)** *Inappropriate uses of categorical funding.* Inappropriate uses of the statewide voluntary four-year-old preschool program funding include, but are not limited to, indirect costs or use charges, capital expenditures other than equipment, facility acquisition, debt service, operational or maintenance costs or administrative costs that supplant or that exceed 5 percent, or any other expenditures not directly related to providing the statewide voluntary four-year-old preschool program or that supplant existing public funding for preschool programming.

ITEM 2. Amend rule 281—98.21(257) as follows:

281—98.21(257) Returning dropout and dropout prevention program. Returning dropout and dropout prevention programs are funded through a school district-initiated request to the school budget review committee for modified allowable growth pursuant to Iowa Code sections 257.38 to 257.41. This amount must account for not more than 75 percent of the school district's total dropout prevention budget. The school district must also provide a local match from the school district's regular program district cost, and the local match portion must be a minimum of 25 percent of the total dropout prevention budget. In addition, school districts may receive donations and grants, and the school district may contribute more local school district resources toward the program. The 75 percent portion, the local match, and all donations and grants shall be accounted for as categorical funding.

98.21(1) Purpose of categorical funding. The purpose of the dropout prevention funding is to provide funding to meet the needs of identified students at risk of dropping out of school beyond the instructional program and services provided by the regular school program. The funding shall be used only for expenditures that are directly related

to the returning dropout and dropout prevention program.

a. Returning dropouts are resident pupils who have been enrolled in a public or nonpublic school in any of grades 7 through 12 who withdrew from school for a reason other than transfer to another school or school district and who subsequently reenrolled in a public school in the school district.

b. Potential dropouts are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:

(1) High rate of absenteeism, truancy, or frequent tardiness.

(2) Limited or no extracurricular participation or lack of identification with school, including but not limited to expressed feelings of not belonging.

(3) Poor grades, including but not limited to failing in one or more school subjects or grade levels.

(4) Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.

(5) Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education.

98.21(2) *Appropriate uses of categorical funding.* Appropriate uses of the returning dropout and dropout prevention program funding include, but are not limited to:

a. Salary and benefits for ~~the teacher(s) and guidance counselor(s) of~~ instructional staff, instructional support staff, and school-based youth services staff who are working with students who are participating in the dropout prevention programs, alternative programs, and alternative schools ~~when the teacher (or counselor),~~ in a

traditional or alternative setting, if the staff person's time is dedicated to working directly and exclusively with identified students with returning dropouts or students who are deemed, at any time during the school year, to be at risk of dropping out, in order to provide services beyond those which are provided by the school district to students who are not identified as at risk of becoming dropouts. If However, if the teacher (or counselor) is a staff person works part-time with students who are participating in returning dropout and dropout prevention and part-time regular classroom teacher (counselor), then programs, alternative programs, and alternative schools and has another unrelated staff assignment, only the portion of the staff person's time that is related to the returning dropout and dropout prevention program, alternative program, or alternative school may be charged to the program, but the portion of time that is related to the regular classroom shall not. For purposes of this paragraph, if an alternative setting is necessary to provide for a program which is offered at a location off school grounds and which is intended to serve student needs by improving relationships and connections to school, decreasing truancy and tardiness, providing opportunities for course credit recovery, or helping students identified as at risk of dropping out to accelerate through multiple grade levels of achievement within a shortened time frame, the tuition costs for a student identified as at risk of dropping out shall be considered an appropriate use of the returning dropout and dropout prevention program funding.

b. Professional development for all teachers and staff working with at-risk students and programs involving dropout prevention strategies.

c. Research-based resources, materials, software, supplies, and purchased services that meet all of the following criteria:

(1) Meet the needs of K through grade 12 ~~identified~~ students identified as at risk of dropping out ~~or~~ and of returning dropouts,

(2) Are beyond those provided by the regular school program,

(3) Are necessary to provide the services listed in the school district's dropout prevention plan, and

(4) Will remain with the K through grade 12 returning dropout and dropout prevention program.

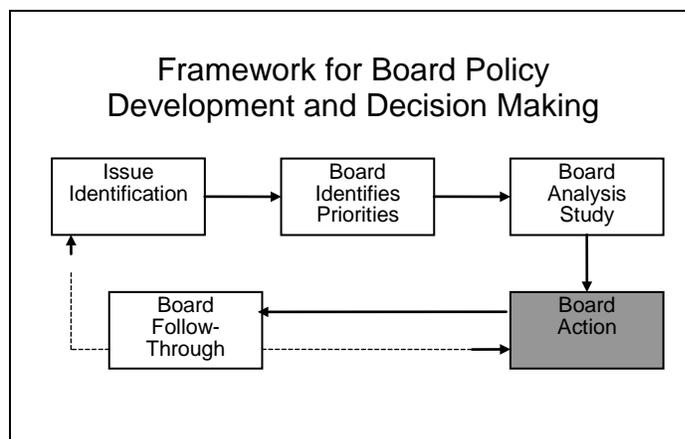
d. Up to 5 percent of the total budgeted amount received pursuant to 2012 Iowa Acts, Senate File 451, section 1(1), may be used for purposes of providing districtwide or buildingwide returning dropout and dropout prevention programming targeted to students who are not deemed at risk of dropping out.

98.21(3) *Inappropriate uses of categorical funding.* Inappropriate uses of the returning dropout and dropout prevention program funding include, but are not limited to, indirect costs or use charges, operational or maintenance costs, capital expenditures other than equipment, student transportation, administrative costs other than those related to a separate school located off site and where the administrator is assigned exclusively to this program, expenses related to the routine duties of a school nurse, general support for a school guidance counselor including any activities performed with qualified students that are also provided to all students, or any other expenditures not directly related to providing the returning dropout and dropout prevention program beyond the scope of the regular classroom.

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: Rules: Chapter 22 – Senior Year Plus (Notice)

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: All school districts are governed by these rules.

Presenter: Mike Cormack, Policy Liaison
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board give public notice of its intent to amend Chapter 22.

Background: Senate File 2284 amends Iowa Code to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not-for-profit provider of rigorous and innovative science, technology, engineering and math curriculum, are courses eligible for supplementary weighting. Such courses are commonly known as “Project Lead the Way” courses. The proposed amendments implement this legislation.

These amendments establish a Project Lead the Way program, and provide the parameters a program must meet to receive supplementary weighting. Access, curriculum, accreditation standards, the relationship between the high school and community college, the rigor of coursework, and student records are addressed.

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby gives Notice of Intended Action to amend Chapter 22, “Senior Year Plus,” Iowa Administrative Code.

2012 Iowa Acts, Senate File 2284, section 37, amended Iowa Code section 257.11(3) to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not-for-profit provider of rigorous and innovative science, technology, engineering, and mathematics curriculum, are courses eligible for supplementary weighting. Such courses are commonly known as “Project Lead the Way” courses. The proposed amendments implement this legislation.

An agency-wide waiver provision is provided in 281 – Chapter 4.

Interested persons may submit comments orally or in writing on or before October 23, 2012, at 4:30 p.m. Comments on the proposed amendments should be directed to Mike Cormack, Iowa Department of Education, second floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone 515/281-3399; e-mail mike.cormack@iowa.gov; or fax 515/242-5988.

A public hearing will be held on October 23, 2012, from 11 to 12 noon, in the State Board Room, second floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any person who intends to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of their specific needs by calling (515)281-5295.

After analysis and review of this rule making, no impact on jobs has been found.

The proposed amendments are intended to implement 2012 Iowa Acts, Senate File 2284, and Iowa Code 257.11.

The following amendments are proposed:

ITEM 1. Amend rule **281---22.30(261E)** to add the following new rules:
281 – 22.30(261E) Project Lead the Way

1. Program established. A project lead the way program is established to be administered by the department to promote rigorous science, technology, engineering, and mathematics pursuits.
2. Notification. A school district shall provide descriptions of the project lead the way course(s) available to students using a course registration handbook. The handbook shall identify which courses, if successfully completed, generate college credit under the program. Information about available project lead the way courses shall be provided to every junior high school student or middle school student prior to the development of a core curriculum plan pursuant to section 279.61.
3. Access. Students from accredited nonpublic schools and receiving competent private instruction under chapter 299A may access the program through the school district in which the accredited nonpublic school or private institution is located.
4. Curriculum. A school district offering a project lead the way program must offer the curriculum developed by the national organization that administers the project lead the way program.
5. Instructor. A school district shall ensure that a teacher or instructor employed to provide instruction under this section the following additional criteria:
 - a. The teacher shall have successfully completed the training required by the national organization that administers the project lead the way program.
 - b. The teacher shall meet the minimum requirements of the national organization that administers the project lead the way program.
6. Accreditation standards. A project lead the way course may apply toward high school program accreditation standards pursuant to subrule 12.5(5). To meet the requirement, the instructor must be appropriately licensed and endorsed by the board of educational examiners to teach the subject area of the accreditation standard.

7. Shared District-to-Community College Courses.

- a. A district-to-community college sharing program for project lead the way courses is established to be administered by the department to promote rigorous science, technology, engineering, and mathematics pursuits at or through community colleges established under chapter 260C. The program shall be made available to all residents students in grades nine through twelve.
- b. A comparable course, as defined in rules adopted by the board of directors of the school district consistent with department administrative rule, must not be offered by the school district or accredited nonpublic school the student attends.
- c. A school district shall be certified by the national organization that administers the project lead the way program and have a signed agreement with that organization.
- d. To be eligible, institutions, instructors, and students shall meet the requirements of section 261E.3.
- e. A school district may set additionally eligibility requirements to ensure student readiness to achieve success. All students in the shared course shall meet the expectations of the national organization that administers the project lead the way program and shall be registered for college credit.
- f. A student may make application to a community college and the school district to allow the student to enroll for college credit in a project lead the way course offered by the community college.
- g. A district-to-community college sharing program for project lead the way courses that meets the requirements of 281 – IAC 97.5(5)(b) is eligible for funding under that provision for shared college credit career and technical education courses.

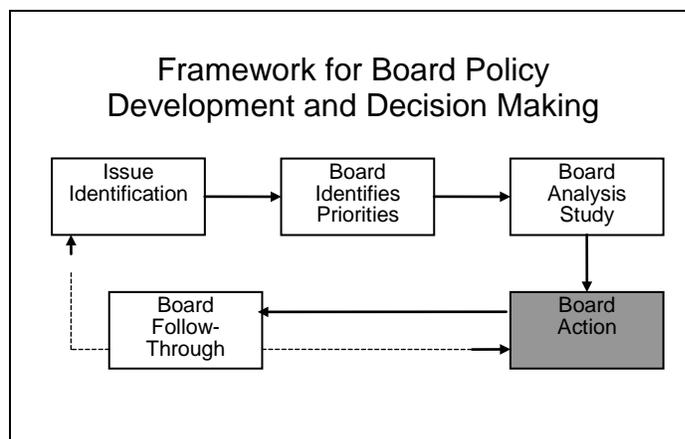
8. Credit.

- a. The school district shall grant high school credit to a student enrolled in a project lead the way course not offered by a community college. At a school district's discretion, a project lead the way course may count toward a school district's graduation requirements provided the teacher is licensed by the Board of Educational Examiners and endorsed within the subject area of the graduation requirement.
- b. The school district shall grant high school credit to a student enrolled in a project lead the way course for college credit under this chapter if the student successfully completes the course as determined by the community college and the course was previously approved by the school board pursuant to subsection 4. If a student is not successful in completing a project lead the way course as determined by the community college, the student's high school transcript shall reflect the failing grade. The board of directors of the school district shall determine the number of high school credits that shall be granted to a student who successfully completes a course.
- c. The school district may offer a project lead the way course as an articulated course. Articulated courses shall be offered through an agreement between the district and postsecondary institution which allows students to receive college credit at the postsecondary institution upon matriculation based on the demonstrated mastery of concepts in the high school course. An articulated course shall not be delivered by postsecondary institution or through a sharing agreement with a community college and shall not generate supplementary weighting.

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: Rules: Chapter 97 – Supplementary Weighting (Notice)

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: All school districts are governed by these rules.

Presenter: Mike Cormack, Policy Liaison
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board give public notice of its intent to amend Chapter 97.

Background: Senate File 2284 amends Iowa Code to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not-for-profit provider of rigorous and innovative science, technology, engineering and math curriculum, are courses eligible for supplementary weighting. Such courses are commonly known as “Project Lead the Way” courses. The proposed amendments implement this legislation.

These amendments allow students who are enrolled in official Project Lead the Way courses to be counted for supplementary weighting, as all other students who are enrolled in concurrent enrollment with official community college coursework.

EDUCATION DEPARTMENT[281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 97, “Supplementary Weighting,” Iowa Administrative Code.

2012 Iowa Acts, Senate File 2284, section 37, amended Iowa Code section 257.11(3) to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not-for-profit provider of rigorous and innovative science, technology, engineering, and mathematics curriculum, are courses eligible for supplementary weighting. Such courses are commonly known as “Project Lead the Way” courses. The proposed amendments implement this legislation.

An agency wide waiver provision is provided in 281—Chapter 4.

Interested individuals may make written comments on the proposed amendments on or before October 23, 2012, at 4:30 p.m. Comments on the proposed amendments should be directed to Mike Cormack, Rules Coordinator, Iowa Department of Education, second floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319–0146; telephone (515)490-4506 E–mail first.last@iowa.gov; or fax (515)242–5988.

A public hearing will be held on October 23, 2012, from 10:00-11:00 am., at the State Board Room, second floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact and advise the Department of Education of their specific needs by calling (515)281-5295.

After analysis and review of this rule making, no impact on jobs has been found.

This amendment is intended to implement 2012 Iowa Acts, Senate File 2284, section 37, and Iowa Code section 257.11.

The following amendments are proposed.

ITEM 1. Adopt the following **new** definition of “Project Lead the Way” in rule **281—97.1(257)**:

“Project Lead the Way” means the non-profit organization with 501(c)(3) tax-exempt status that provides rigorous and innovative science, technology, engineering, and mathematics education curriculum founded in fundamental problem-solving and critical-thinking skills while integrating national academic and technical learning standards.

ITEM 2. Amend rule **281—97.2(257)** as follows:

281—97.2(257) Supplementary weighting plan.

97.2(1) Eligibility. Except if listed under subrule 97.2(6), a resident student is eligible for supplementary weighting if the student is eligible to be counted as a resident student for certified enrollment and if one of the following conditions is met pursuant to Iowa Code section 257.11:

- a. Resident student attends class in another school district pursuant to subrule 97.2(2), or
- b. Resident student attends class taught by a teacher employed by another school district pursuant to subrule 97.2(3), or
- c. Resident student attends class taught by a teacher jointly employed by two or more school districts pursuant to subrule 97.2(4), or

d. Resident student attends class in a community college for college credit pursuant to subrule 97.2(5).

e. Resident student attends class in a community college for college credit pursuant to subrule 97.2(5A).

Other than as listed in paragraphs “a” to “~~d~~” “e” above and in rules 281—97.3(257), 281—97.4(257), and 281—97.7(257), no other sharing arrangement shall be eligible for supplementary weighting.

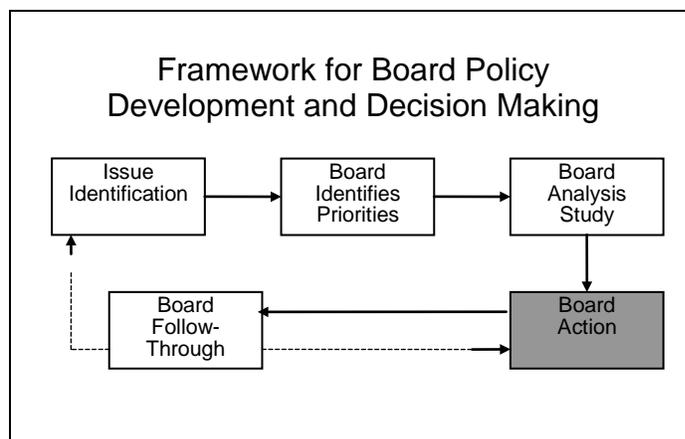
97.2(2) to 97.2(5). No change.

97.2(5A) Attend a Project Lead the Way class in a community college. Students attending a science, technology, engineering, or mathematics class that uses an activities-based, project-based, and problem-based learning approach and that is offered collaboratively by the students’ school district and a community college in partnership with a nationally recognized provider of rigorous and innovative science, technology, engineering, and mathematics curriculum is eligible for supplementary weighting under paragraph 97.2(1)“e,” if the curriculum provider is exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Iowa State Board of Education

Executive Summary

November 14, 2012



Agenda Item: Rules: Chapter 17- Open Enrollment changes for supplementary weighting (Adopt)

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/ Authority: Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A.

Presenter: None (consent agenda)

Attachments: 1

Recommendation: It is recommended that the State Board adopt the amendments to Chapter 17.

Background: Senate File 2284 amends Iowa Code to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not for profit provider of rigorous and innovative science, technology, engineering and math curriculum, are courses eligible for supplementary weighting. Such courses are commonly known as "Project Lead the Way" courses. The proposed amendments implement this legislation.

These amendments clarify that a student who is open enrolled is eligible to be counted for supplementary weighting for qualifying Project Lead the Way courses offered through sharing with a community college. There was no attendance at the public hearing and no written comments were received on this.

EDUCATION DEPARTMENT[281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby amends Chapter 17, “Open Enrollment,” Iowa Administrative Code.

2012 Iowa Acts, Senate File 2284, section 37, amends Iowa Code section 257.11(3) to clarify that courses offered by a school district through collaboration with a community college in partnership with a nationally recognized, not-for-profit provider of rigorous and innovative science, technology, engineering, and mathematics curriculum are courses eligible for supplementary weighting. Such courses are commonly known as “Project Lead the Way” courses. The proposed amendment implements this legislation.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the October 3, 2012, Iowa Administrative Bulletin as ARC #384C. Public comments were allowed until 4:30 p.m. on October 23, 2012. A public hearing was held on that date where no person appeared. No written or oral comments were received.

This amendment is identical to that published under Notice.

After analysis and review of this rule making, no impact on jobs has been found.

This amendment shall become effective January 16, 2013.

This amendment is intended to implement Iowa Code section 257.11 as amended by 2012 Iowa Acts, Senate File 2284, section 37.

The following amendment is adopted.

Amend subrule 17.10(8) as follows:

17.10(8) A student under open enrollment is eligible to be counted for supplementary weighting pursuant to 281—subrule 97.2(5) for qualifying concurrent enrollment classes in which the student is enrolled, including concurrent enrollment classes provided via the ICN, or supplementary weighting for project lead the way (PLTW) enrollment through sharing with a community college pursuant to 281—subrule 97.2(6). An open enrolled student who is under competent private instruction (CPI) shall be weighted in the student’s receiving district, and no tuition shall be billed to the resident district. An open enrolled student who is not under CPI shall be weighted in the resident district, and the funding shall be sent to the receiving district in addition to open enrollment tuition.

a. If the open enrolled student is present in the resident district on October 1 of the school year, the resident district shall count the student, excluding a student under CPI, for supplementary weighting.

b. The concurrent enrollment course must qualify for supplementary weighting in the receiving district pursuant to 281—subrule 97.2(5), and the PLTW course must qualify for supplementary weighting in the receiving district pursuant to 281—subrule 97.2(6).

c. The resident district shall forward the weighting generated for the concurrent or PLTW enrollment for that student using the district cost per pupil of the school year. The amount generated is calculated as the supplementary weighting full-time-equivalency for that one student for each qualified concurrent or PLTW enrollment course multiplied by the current school year’s district cost per pupil in the resident district.

d. The receiving district shall pay the community college the tuition negotiated for the course. The tuition negotiated may cost the receiving district a different amount than that received from the resident district. No additional amount may be charged to the

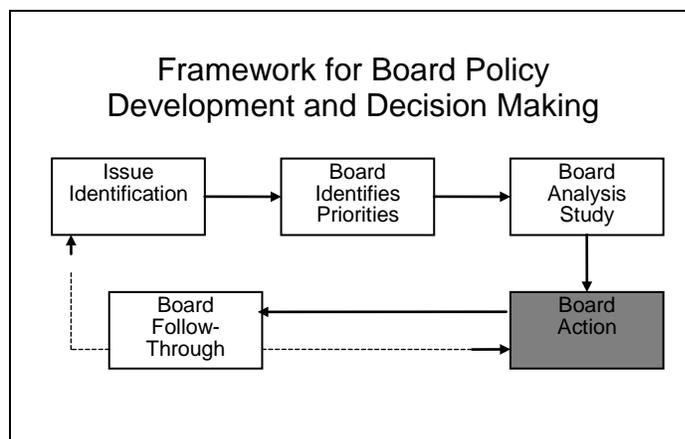
resident district, the student, or the parent, guardian, or legal custodian.

e. If the student was not present in the resident district on October 1 of the school year and is a late transfer, the receiving district bears all the tuition cost and shall not bill the resident district in the first year pursuant to subrule 17.10(7).

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: *In Re Open Enrollment of Reid S. (Oelwein Community School District)*

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact: All districts receive guidance from the legal questions answered in this decision.

Presenter: Nicole Proesch, Legal Counsel
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board approve the proposed decision affirming the decision of the local board of directors of the Oelwein Community School District denying the open enrollment application filed on behalf of Reid S.

Background: Reid, his sister Jade, and his parents reside in the Oelwein Community School District (OC). There were many issues during the 2011-2012 school years between Jade and other students at OC. Jade was granted open enrollment to the Wapsie Valley Community School District, but Reid continued to attend OC. During April of 2012, Jade and her mother received several unwanted messages from students at OC. After an incident between Jade and other students from OC at an athletic event on May 1, 2012, Reid filed a late open enrollment application, alleging pervasive harassment.

The local school board found that the allegations did not constitute pervasive harassment. The evidence at the hearing before the administrative law judge did not prove pervasive harassment.

Thus, it is recommended that the State Board affirm the denial of the open enrollment application.

IOWA DEPARTMENT OF EDUCATION
(Cite as 26 D.o.E. App. Dec. 233)

<i>In re: Open Enrollment of Reid S.</i>	:	
Quentin and Mandie S., Appellants,	:	
vs.	:	PROPOSED DECISION
Oelwein Community School District, Appellee.	:	[DE Admin. Doc. 4754]

STATEMENT OF THE CASE

The Appellants seek reversal of a May 21, 2012 decision by the Oelwein Community School District Board of Directors denying a late-filed open enrollment request. The affidavit of appeal and attached supporting documents, filed by Quentin and Mandie S. on June 18, 2012, and the school district's response to the appeal are included in the record. The State Board of Education has jurisdiction over the parties and subject matter of the appeal, pursuant to Iowa Code sections 282.18(5) and 290.1.

Hearing for this appeal was conducted before the undersigned administrative law judge by telephone conference call on August 13, 2012, pursuant to agency rules found at 281 Iowa Administrative Code [IAC], chapter 6. The Appellants, Quentin and Mandie S., were present with their son, Reid. They were represented by attorney Timothy Luce. Superintendent Steve Westerberg appeared for the Appellee, Oelwein Community School District. The school district was represented by attorney Andrew Bracken.

Mandie S., Reid S., and Cynthia Boyle testified in support of the appeal. Appellants' exhibits 1 – 5 were admitted into evidence without objection. Superintendent Westerberg testified for the school district and school district exhibits 1 – 6 were admitted into evidence without objection.

FINDINGS OF FACT

Quentin and Mandie S. reside within the Oelwein Community School District with their son Reid and daughter Jade. Reid is fifteen years old and will be a high school sophomore during the upcoming 2012-2013 school year. His younger sister Jade is a middle school student. She will be entering eighth grade this fall.

March 1st is the standard filing deadline for an open enrollment for the following school year. On April 30, 2012, Ms. S. filed an application with the Oelwein school district, requesting approval for Reid to open enroll to the Wapsie Valley Community School District for the 2012-2013 school year. The sole issue presented in this case is whether the Oelwein Community School District Board of Directors erred by denying the late-filed application for Reid S. to open enroll out of the district. The record establishes the following circumstances leading to the application.

Reid and Jade were both attending the Oelwein school district at the beginning of the 2011-2012 school year. Through the fall months of 2011, tensions grew between Jade and several other 7th grade students. Jade was the subject of name calling and taunting. Nasty text messages were exchanged. A conflict with a male classmate during a Family and Consumer Science class on November 11, 2011, culminated with the boy poking or stabbing Jade in the thigh with a pair of scissors, with sufficient force to penetrate her jeans and break her skin. During investigation of this incident, the boy said that he stabbed Jade after she spit in his face. Both students were given detention for disrupting class. (Affidavit of Appeal & OCSD Exhibit 3)

Jade's parents were dissatisfied with how the Oelwein school administrators dealt with the November 11th incident. On November 22, 2011, Ms. S. filed an application to open enroll Jade to the Wapsie Valley school district, alleging pervasive harassment of Jade by Oelwein students. After examining the situation, Oelwein Superintendent Steve Westerberg concluded that the evidence did not support a finding the Jade had or was experiencing pervasive harassment/ bullying. Despite this, the Superintendent and the Oelwein school board determined that it was in the best interest of all parties involved to grant an exception to the open enrollment deadline. (Affidavit of Appeal, attached OE Application for Jade, & OCSD Exhibit 3)

Jade began attending Wapsie Valley at the beginning of the second semester in January of 2012. Prior to the March 1, 2012 open enrollment deadline, the family held a meeting to discuss where Reid and Jade would attend the following year. Jade had settled in at Wapsie Valley and had experienced no further negative contact or harassment from the Oelwein students that Ms. S. was aware of. Reid was doing well at Oelwein and was active in extracurricular activities. They decided to keep the same attendance centers for the following school year. (Affidavit of Appeal & Mandie S. testimony)

On April 19th, things changed. Jade and her mother both received text messages that Ms. S. describes as containing "threats of personal harm, false, demeaning and slanderous statements toward her daughter." Ms. S. believes the messages were being sent by Oelwein students involved in prior acts with Jade because they thought that Jade was behind a fake Facebook account. Ms. S. reported the messages to Oelwein Superintendent Westerberg and to law enforcement. On April 30, 2012, approximately 10 days after these messages began, Ms. S. completed an application to open enroll

Reid to Wapsie Valley for the 2012-2013 school year. The request was based on the family's fear for Jade's safety at when attending Oelwein events in which Reid was involved. (OCSD Exhibit 1)

Another incident happened at a middle school track meet held at Oelwein on May 1, 2012. Jade was on the Wapsie Valley track team. Ms. S. spoke to the Wapsie Valley track coach before the meet, to make sure the coach was aware of Jade's prior difficulties with some of the Oelwein middle school students. Ms. S. attended the meet. At some point she lost sight of Jade and went to look for her. She found a group of Wapsie Valley girls near the restroom and they told her they were waiting for Jade. A group of Oelwein girls who were also standing near the restroom walked away as Ms. S. approached. The Wapsie Valley students told Ms. S. that the Oelwein students were being mean and derogatory toward Jade. Jade was not aware of the Oelwein students had been there until she came out of the restroom. Ms. S. testified that some of these Oelwein students taunted her as she returned to her seat in the stands. Ms. S. believes that the students might have hurt Jade if she had not walked up when she did. (Affidavit of Appeal & Mandie S. testimony)

Ms. S. reported this incident to the Oelwein track coach and called Superintendent Westerberg about it the following day. Westerberg followed up with the Oelwein middle school principal and the activities director. Westerberg and the activities director both contacted their counterparts at Wapsie Valley. At that point, the incident had not been reported to Wapsie Valley. (Westerberg testimony)

On May 5, 2012, after reviewing the open enrollment application for Reid, Superintendent Westerberg wrote to Reid's parents to let them know that he did not believe the Facebook and text communication with Jade established good cause good cause for the late open enrollment request for Reid. Reid's parents requested review by the Oelwein school board. The board considered the application on May 21, 2012. Superintendent Westerberg provided the board with a briefing about the background events and Ms. S. addressed the board about the open enrollment request. The board unanimously voted to deny the request. (OCSD Exhibits 4 – 6)

Reid S. completed the 2011-12 school year at Oelwein. He is a good student and has been active in many extracurricular activities at Oelwein, including: FFA, band, chorus, football, and basketball. He is also a fine athlete and would like play sports at the college level. He has had college scouts observing him. Reid was not personally harassed or bullied while attending Oelwein, but is concerned about his sister's safety. After the May 1st incident he became worried that she might be targeted again if she attended his sporting and academic events at Oelwein. He decided to stop participating in these events to avoid putting Jade in danger. (Reid S. testimony)

Reid and his parents met with Certified Mental Health Counselor Cynthia Boyle about the situation. Reid discussed his decision to withdraw from extracurricular activities

with her. Ms. Boyle believes that Reid is genuinely concerned about Jade's physical safety. She believes that Reid's withdrawal from extracurricular activities would be very detrimental to his psychological and emotional well-being. Ms. Boyle also believes that both Reid and his family are making a reasonable request to open enroll Reid to a different school district, where he and his family feel the children will be safe. (Boyle testimony & Appellants' Exhibit 1)

Reid's parents do not think that Reid should have to give up football, basketball, and other activities to protect his sister. They decided that it was a better option for him to enroll at Wapsie Valley, rather than making this sacrifice. Reid is enrolled to attend Wapsie Valley this fall. If the open enrollment application is denied, his parents will pay tuition. (Mandie S. testimony)

Reid and his family believe that Jade was been harassed by Oelwein students and that this harassment has had a detrimental impact on Reid. They argue that the definition of harassment in the context of open enrollment should be expanded to include a student, like Reid, who is negatively affected by repeated acts of harassment even though the student has not been the subject or target of the harassment.

The school district questions whether the conduct directed toward Jade amounted to harassment or bullying. Regardless of whether the conduct directed toward Jade technically met the definition of harassment, it is clear that no bullying or harassment was directed toward Reid. The school district argues that in the absence of evidence showing that the student requesting open enrollment was the subject of harassment the local board decision to deny open enrollment must be upheld.

CONCLUSIONS OF LAW

Iowa Code section 282.18 governs the open enrollment process. March 1st is the standard filing-deadline for an application to open enroll for the upcoming school year. The law provides that an open enrollment application filed after the statutory deadline, which is not based on statutorily defined "good cause," must be approved by the boards of directors of both the resident district and the receiving district. Iowa Code § 282.18(5) (2011). Open enrollment may be granted at any time with approval of the resident and receiving school districts. Iowa Code § 282.18(14).

A decision by either board denying a late-filed open enrollment application that is based "repeated acts of harassment of the student or serious health condition of the student that the resident district cannot adequately address" is subject to appeal to the State Board of Education under Code section 290.1. Iowa Code § 282.18(5). The State Board applies established criteria when reviewing an open enrollment decision involving a claim of repeated acts of harassment. All of the following criteria must be met for this Board to reverse a local decision and grant such a request:

1. The harassment must have occurred after March 1 or the student or parent demonstrates that the extent of the harassment could not have been known until after March 1.
2. The harassment must be specific electronic, written, verbal, or physical acts or conduct toward the student which created an objectively hostile school environment that meets one or more of the following conditions:
 - (a) Places the student in reasonable fear of harm to the student's person or property.
 - (b) Has a substantially detrimental effect on the student's physical or mental health.
 - (c) Has the effect of substantially interfering with a student's academic performance.
 - (d) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
3. The evidence must show that the harassment is likely to continue despite the efforts of school officials to resolve the situation.
4. Changing the student's school district will alleviate the situation.

In re: Open Enrollment of Jill F., 26 D.o.E. App. Dec. 177, 180 (2012); *In re: Hannah T.*, 25 D.o.E. 26, 31 (2007) (emphasis added).

In order for us to reverse the local board in this case, the Appellants must show that the conduct complained of was aimed at Reid and created an objectively hostile school environment for him. *In re: Open Enrollment of Jill F.*, 26 D.o.E. App. Dec. at p. 180-81. We accept that Reid was aware of threatening conduct directed toward his sister and she was concerned for her safety if he continued to play football and basketball for Oelwein and she attended his sporting events. His desire to protect Jade is commendable.

We cannot, however, change the plain wording of 282.18(5) which limits this board's review cases involving "repeated acts of harassment of the student." The criteria we use to assess local school board decision have been crafted to be consistent with both section 282.18(5) and section 280.28, which defines harassment and bullying for purposes of the development of school policy. *In re: Hannah T.*, 25 D.o.E. at p. 31 (revising criteria following enactment of Senate File 61 – 2007 Iowa Acts (82 G.A), ch. 9, codified as Code section 280.28). The evidence in this case fails to meet the second criterion, no harassment directed toward Reid has been shown.

Open enrollment appeals of this type are not about a family's right to transfer their children to other school districts. A transfer may be made even though open enrollment is denied. The approval, or denial, of open enrollment does affect payment for the student's education. When a student transfers to a nonresident school district under open enrollment, the district of residence must pay for the student to attend the receiving district. When a student transfers to a nonresident school district outside of the open enrollment process, the nonresident district must charge the student tuition.

Parents are free to make the decisions they deem to be best for their children. We do not fault Reid or his parents for their decision to enroll Reid in the Wapsie Valley school district and the outcome of this appeal does not limit Reid's ability to transfer to and attend Wapsie Valley.

Our review focus is not upon the family's decision, but on the local school board decision. The issue for review here, as in all other appeals brought to us under Iowa Code section 282.18(5), is limited to whether the local school board made error of law in denying the late-filed open enrollment request. We have concluded that the Oelwein school board correctly applied Iowa Code section 282.18(5) when it denied the late open enrollment application filed on behalf of Reid. Therefore, we must uphold the local board decision.

DECISION

For the foregoing reasons, it is recommended that the decision of the Board of Directors of the Oelwein Community School District made on May 21, 2012, denying the open enrollment request filed on behalf of Reid S., be AFFIRMED. There are no costs of this appeal to be assigned.

It is so ordered.

August 16, 2010
Date



Christie J. Scase, J.D.
Administrative Law Judge

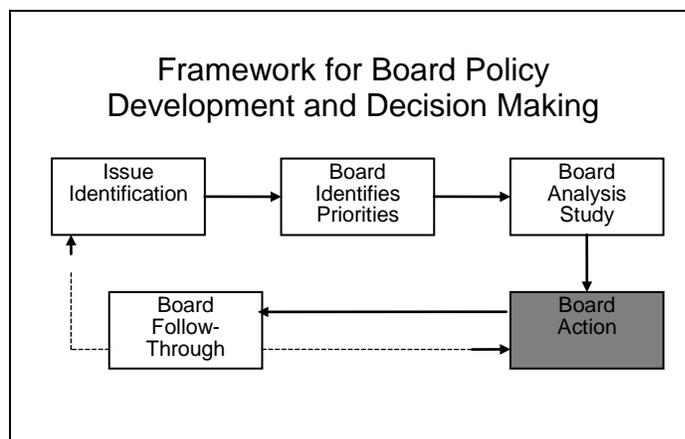
Date

Rosie Hussey, President
State Board of Education

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: *In Re Open Enrollment of Tiffany B. (Cedar Falls Community School District)*

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact: All districts receive guidance from the legal questions answered in this decision.

Presenter: Nicole Proesch, Legal Counsel
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board approve the proposed decision affirming the decision of the local board of directors of the Cedar Falls Community School District denying the open enrollment application filed on behalf of Tiffany B.

Background: Tiffany and her parents reside in the Cedar Falls Community District (CFC). There were many issues during the 2011-2012 school years between Tiffany and another student, but Tiffany continued to attend CFC. After an incident on the last day of school Tiffany filed a late open enrollment application, alleging pervasive harassment.

The local school board found that the allegations did not constitute pervasive harassment. The evidence at the hearing before the administrative law judge did not prove pervasive harassment.

Thus, it is recommended that the State Board affirm the denial of the open enrollment application.

IOWA DEPARTMENT OF EDUCATION
(Cite as 26 D.o.E. App. Dec. 239)

<i>In re: Open Enrollment of Tiffany B.</i>	:	
Timothy and Jean B., Appellants,	:	DIA Docket No. 12DOE003 [DE Admin. Doc. 4756]
vs.	:	PROPOSED DECISION
Cedar Falls Community School District, Appellee.	:	

STATEMENT OF THE CASE

The Appellants seek reversal of a July 23, 2012 decision by the Cedar Falls Community School District Board of Directors denying a late-filed open enrollment request. The State Board of Education has jurisdiction over the parties and subject matter of the appeal, pursuant to Iowa Code sections 282.18(5) and 290.1.

Hearing for this appeal was conducted before the undersigned administrative law judge by telephone conference call on August 14, 2012, pursuant to agency rules found at 281 Iowa Administrative Code [IAC], chapter 6. Appellant Timothy B. appeared on behalf of his daughter. Superintendent Mike Wells appeared for the Appellee, Cedar Falls Community School District. Mr. B. and Mr. Wells both testified. The record also includes the affidavit of appeal, a copy of the Open Enrollment Application, and minutes of the school board meeting.

FINDINGS OF FACT

Tim and Jean B. and their family live within the Cedar Falls Community School District. Their daughter Tiffany will be a 9th grade student during the upcoming 2012-2013 school year.

March 1st is the standard filing deadline for an open enrollment application for the following school year. On May 7, 2012, Mr. B. filed an application with the Cedar Falls school district, requesting approval for Tiffany to open enroll to the CAM Community School District – Iowa Connections Academy for the 2012-2013 school year. The sole issue presented in this case is whether the Cedar Falls Community School District Board of Directors erred by denying the late-filed application for Tiffany B. to open enroll out of the district. The record establishes the following circumstances leading to the application.

Tiffany attended Holmes Junior High, in the Cedar Falls district, as an 8th grade student during the 2011-2012 school year. In February of 2012, one of the girls in Tiffany's class (Student A) began bullying Tiffany on Facebook. Mr. B. spoke twice with the vice principal about this, hoping the school would do something. Soon thereafter, Student A began bullying Tiffany in-person – in the school lunch room. Tiffany reported that Student A was sticking her finger in lunch tray, mixing food items or pulling her tray away, and telling her that she did not need to eat. (Affidavit of Appeal & Tim B. testimony)

Mr. B. and his daughter met with the building principal, Mr. Welter about to discuss the Facebook posts and Student A's behavior in the lunch room. They were told that school staff would monitor lunch room behavior and take care of it, but the bullying did not stop. As Tiffany was leaving the school on the last day of the school year, Student A told Tiffany that she was going to "kick her ass." Student A previously made one threat on Facebook. This was the first in-person threat of physical violence Student A made toward Tiffany. (Affidavit of Appeal & Tim B. testimony)

On May 7, 2012, Mr. B. filed an application to open enroll Tiffany to the CAM program for the 2012-2013 school year. The request alleged pervasive harassment, based on Student A's bullying of Tiffany. Due to the lunch room problems and threat of injury at the end of the school year the family is concerned Tiffany's safety.

Upon receipt of the application, Superintendent Mike Wells contacted the junior high principals and requested all reports of harassment or discipline involving Tiffany during the prior school year. Several entries from Tiffany's school record were provided, three related to harassment complaints. On March 2, 2012, Tiffany and her father came in and reported that she was being bullied by another student on Facebook and at school. The associate principle, Bill Boevers, noted that he told them the school could address the at-school behavior. He suggested "unfriending" Student A on Facebook and was told they had already done that. (Wells testimony)

On April 3, 2012, Mr. B. called and spoke to Principal Welter. Mr. Welter contacted the associate principle, noting that Mr. B. told him about the prior visit with the associate principle and said that it did not appear that anything had been said or done. Welter noted that he asked Mr. B. and Tiffany to write a statement detailing what was happening. In response, Mr. Boevers told Mr. Welter that that he had not heard a thing from the family since the meeting on March 2nd. (Wells testimony)

After the April 3rd report, the vice principal noted that he brought Student A in and spoke with her and her parents about the harassment allegation. He indicated that he told them that he knew the school could not control out of school student conduct, but that if anything happened in school there would be consequences. On April 11th Tiffany's parents took a written statement to the school, along with 15 to 20 pages of Facebook communications going back and forth between Tiffany and Student A. The

most recent Facebook page was from early March.¹ The building principal and associate principal received no further reports of bullying or harassment and they assumed that there was no further conduct of concern at school. (Wells testimony)

Based upon review of the harassment reports noted in school records, Superintendent Wells did not believe that the reported incidents showed pervasive harassment. He also assumed that the misconduct had been shut down before the end of the school year. He recommended denial of the late-filed open enrollment request for Tiffany. (Wells testimony) The Cedar Falls Community School District Board of Directors denied the application on July 23, 2012. And Mr. and Mrs. B. filed a timely appeal request.

Mr. B.'s main concern is Tiffany's safety. Based on things the school administrators have told him, he believes that they have had trouble with Student A before. The family reported Student A's bullying behavior to both the associate principal and the principal, but the bullying continued through the last day of school. Tiffany is afraid to return to Holmes Junior High and Mr. B. is afraid to have her there.

Superintendent Wells acknowledged that bullying goes on to some degree in all school districts. The Cedar Falls staff and administrators do their best to promptly and firmly respond to reports of bullying and to protect all students. In this case, the building administrators addressed the situation with Tiffany by directly approaching Student A and her parents about the reports. No further incidents of bullying or harassment were brought to the school's attention after this action. The district maintains that pervasive and ongoing harassment has not been shown.

CONCLUSIONS OF LAW

Iowa Code section 282.18 governs the open enrollment process. March 1st is the standard filing-deadline for an application to open enroll for the upcoming school year. The law provides that an open enrollment application filed after the statutory deadline, which is not based on statutorily defined "good cause," must be approved by the boards of directors of both the resident district and the receiving district. Iowa Code § 282.18(5) (2011). Open enrollment may be granted at any time with approval of the resident and receiving school districts. Iowa Code § 282.18(14).

A local board decision denying a late-filed open enrollment application that is based "repeated acts of harassment of the student or serious health condition of the student that the resident district cannot adequately address" is subject to appeal to the State Board of Education under Code section 290.1. Iowa Code § 282.18(5). The State Board applies established criteria when reviewing an open enrollment decision involving a claim of repeated acts of harassment. The criteria have been crafted to be consistent with both section 282.18(5) and section 280.28, which defines harassment and bullying

¹ The statement and copies of Facebook pages were not offered into evidence by either party and are not included in the appeal record.

for purposes of the development of school policy. See *In re: Hannah T.*, 25 D.o.E. 26, 31 (2007) (revising criteria following enactment of Senate File 61 – 2007 Iowa Acts (82 G.A), ch. 9, codified as Code section 280.28).

All of the following criteria must be met for this Board to reverse a local decision and grant such a request:

1. The harassment must have occurred after March 1 or the student or parent demonstrates that the extent of the harassment could not have been known until after March 1.
2. The harassment must be specific electronic, written, verbal, or physical acts or conduct toward the student which created an objectively hostile school environment that meets one or more of the following conditions:
 - (a) Places the student in reasonable fear of harm to the student's person or property.
 - (b) Has a substantially detrimental effect on the student's physical or mental health.
 - (c) Has the effect of substantially interfering with a student's academic performance.
 - (d) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
3. The evidence must show that the harassment is likely to continue despite the efforts of school officials to resolve the situation.
4. Changing the student's school district will alleviate the situation.

In re: Open Enrollment of Jill F., 26 D.o.E. App. Dec. 177, 180 (2012); *In re: Hannah T.*, 25 D.o.E. at p. 31.

Because the evidence here fails to meet the second and third criteria, the Board does not analyze the first and four criteria as applied to the facts of this case.

Tiffany reported Student's A's Facebook communications and lunch room behavior to her parents. She was clearly bothered by Student A's taunts and interference with her lunch. We do not question the fact that Tiffany was upset by Student A's behavior. But the requirement of an *objectively hostile* school environment means that the conduct at issue would have negatively affected a reasonable person in Tiffany's position. We must determine whether Student A's behavior created an objectively hostile school environment that placed Tiffany in reasonable fear of harm to her person or property, or had a substantially detrimental effect on her physical or mental health, or substantially interfered with her academic performance, or substantially interfered with

her ability to participate in or benefit from the services, activities, or privileges provided by the school.

This Board has granted relief under section 282.18(5) in three cases:

In the first such case, *In re: Melissa J. Van Bommel*, [14 D.o.E. App. Dec. 281 (1997)] the student had experienced harassment by a group of about 20 students. . . . The harassment of Melissa culminated on a highway; the vehicle in which Melissa was riding was twice intentionally forced off the road by other vehicles driven by other students. This Board ordered that Melissa be allowed to open enroll out of the district.

The other cases in which relief was granted are *In re: Jeremy Brickhouse* [21 D.o.E. App. Dec. 35 (2002)] and *In re: John Myers* [22 D.o.E. App. Dec. 271 (2004)]. Both students in those cases had been subjected to numerous and specific physical assaults at school. The degradations to which Jeremy was subjected in his high school locker room are well-documented in the *Brickhouse* decision. In the *Myers* case, John was frequently physically assaulted at school, and his schoolbooks and supplies had been stolen, defaced, or otherwise rendered useless as educational tools by bullying classmates.

In re: Kiley W., 26 D.o.E. App. Dec. 164, 168 (2011), quoting *In re: Hannah T.*, 25 D.o.E. App. Dec. at p. 28.

It is always inappropriate when a student chooses to create conflict with a peer. No student should be subjected to taunting and non-verbal misconduct, such as the touching and mixing of food on their lunch tray by another student. But, as described at hearing, the behavior that Student A directed toward Tiffany during the school year did not include any direct threats to Tiffany's personal safety or property. While extremely immature and boorish, the described behavior simply does not rise to the level of pervasive harassment that the Legislature and this Board remedy by allowing late-filed open enrollment transfers.

Further, the third criterion requires a showing that the harassment is likely to continue despite school officials' efforts to the contrary. The record here shows that the school officials responded to the reported incidents of misconduct and promptly took action to resolve the problems reported on April 3rd. Although Mr. B. testified that Student A continued to bully and harass Tiffany in the lunch room and threatened her on the final day of school, none of this conduct was reported to the school. Indeed, no new bullying or harassment by Student A was reported to the school after April 3rd. The school officials were not given a reasonable chance to address the subsequent behavior.

Open enrollment appeals of this type are not about a family's right to transfer their children to other school districts. A transfer may be made even though open enrollment

is denied. Tiffany and her parents are free to make the decisions they deem to be in her best interest and we do not question the wisdom of their choices. Rather, our focus is on the local school board decision.

The issue for review here is limited to whether the local school board made an error of law in denying the late-filed open enrollment request. We have concluded that pervasive harassment has not been shown. The Cedar Falls school board correctly applied Iowa Code section 282.18(5) when it denied the late open enrollment application filed on behalf of Reid. Therefore, we must uphold the local board decision.

DECISION

For the foregoing reasons, it is recommended that the decision of the Board of Directors of the Cedar Falls Community School District made on July 23, 2012, denying the open enrollment request filed on behalf of Tiffany B., be AFFIRMED. There are no costs of this appeal to be assigned.

It is so ordered.

August 16, 2010
Date



Christie J. Scase, J.D.
Administrative Law Judge

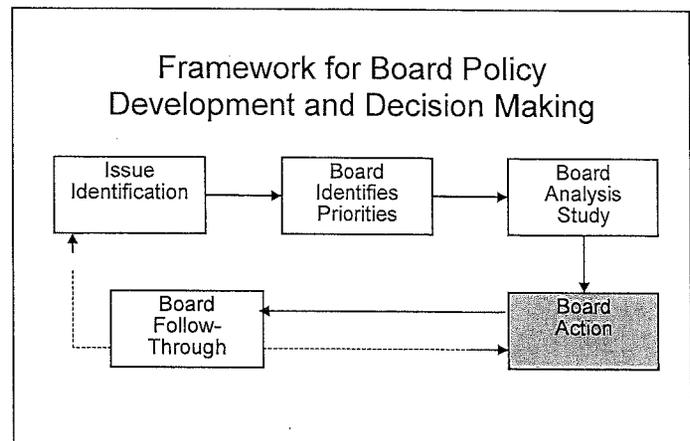
Date

Rosie Hussey, President
State Board of Education

Iowa State Board of Education

Executive Summary

November 14, 2012



Agenda Item:

Des Moines Public Charter School – Revoke Charter

Iowa Goal:

All PK-12 students will achieve at a high level.

State Board Role/Authority:

The State Board of Education may approve or deny the application for a charter school. Iowa Code section 256F.3(7). A contract for the establishment of a charter school may be revoked by the State Board if one of the conditions outlined in Iowa Code section 256F.8(1) occurs.

Presenter:

Isaiah McGee, Consultant
Bureau of School Improvement

Attachments:

1

Recommendation:

It is recommended that the State Board take action to revoke the charter for the Des Moines Public Charter School.

Background:

In 2010, the Iowa State Board of Education (State Board) granted the Des Moines Independent Community School District Board of Education (DMPS Board) a charter to operate the Des Moines Public Charter School. The charter school was in operation for two years. Because of an absence of evidence indicating progress toward achieving the mission and goals of the charter school, difficulty recruiting staff, and the inability to recruit a highly qualified director for the charter school, the DMPS Board requested an amendment to the charter that would allow them to suspend classes at the charter school for the 2012-2013 school year. The State Board denied this

request to amend the charter, indicating that given the history with the charter school it would be unlikely that the DMPS District and Board would be able to address the concerns with a meaningful plan.

The District failed to open the Des Moines Public Charter School at the beginning of this school year. Because it is in substantial violation of the terms of the contract, the State Board gave notice in September 2012 of its intent to revoke the charter per Iowa Code section 256F.8, and is now taking action to revoke the charter.

Document 1 of 1**Source:**

Iowa Code/IOWA LAW 2011 MERGED IOWA CODE AND SUPPLEMENT/2011 MERGED IOWA CODE AND SUPPLEMENT/TITLE VII EDUCATION AND CULTURAL AFFAIRS/SUBTITLE 1 ELEMENTARY AND SECONDARY EDUCATION/CHAPTER 256F CHARTER SCHOOLS AND INNOVATION ZONE SCHOOLS/256F.8 Procedures for revocation or nonrenewal of contract.

256F.8 Procedures for revocation or nonrenewal of contract.

1. A contract for the establishment of a charter school or innovation zone school may be revoked by the state board, the school board that established the charter school, or the innovation zone consortium that established the innovation zone school if the appropriate board or consortium determines that one or more of the following occurred:

- a. Failure of the charter school or innovation zone school to abide by and meet the provisions set forth in the contract, including educational goals.
- b. Failure of the charter school or innovation zone school to comply with all applicable law.
- c. Failure of the charter school or innovation zone school to meet generally accepted public sector accounting principles.
- d. The existence of one or more other grounds for revocation as specified in the contract.
- e. Assessment of student progress, which is administered in accordance with state and locally determined indicators established pursuant to rules adopted by the state board, does not show improvement in student progress over that which existed in the same student population prior to the establishment of the charter school or the innovation zone school.

2. The decision by a school board or an innovation zone consortium to revoke or to fail to take action to renew a charter school or innovation zone school contract is subject to appeal under procedures set forth in **chapter 290**.

3. A school board or a board participating in an innovation zone consortium that is considering revocation or nonrenewal of a charter school or innovation zone school contract shall notify the advisory council, the parents or guardians of the students enrolled in the charter school or innovation zone school, and the teachers and administrators employed by the charter school or innovation zone school, sixty days prior to revoking or the date by which the contract must be renewed, but not later than the last day of classes in the school year.

4. If the state board determines that a charter school or innovation zone school is in substantial violation of the terms of the contract, the state board shall notify the school board or innovation zone consortium and the advisory council of its intention to revoke the contract at least sixty days prior to revoking a contract and the school board or the school boards participating in the innovation zone consortium shall assume oversight authority, operational authority, or both oversight and operational authority. The notice shall state the grounds for the proposed action in writing and in reasonable detail. The school board or innovation zone consortium may request in writing an informal hearing before the state board within fourteen days of receiving notice of revocation of the contract. Upon receiving a timely written request for a hearing, the state board shall give reasonable notice to the school board or innovation zone consortium of the hearing date. The state board shall conduct an informal hearing before taking final action. Final action to revoke a contract shall be taken in a manner least disruptive to students enrolled in the charter school or innovation zone school. The state board shall take final action to revoke or approve continuation of a contract by the last day of classes in the school year. If the final action to revoke a contract under **this section** occurs prior to the last day of classes in the school year, a charter school or innovation zone school student may enroll in the resident district.

5. The decision of the state board to revoke a contract under **this section** is solely within the discretion of the state board and is final.

6. A school board revoking a contract or a school board, innovation zone consortium, or advisory council that fails to renew a contract under **this chapter** is not liable for that action to the charter school or innovation zone school, a student enrolled in the charter school or innovation zone school or the student's parent or guardian, or any other person.

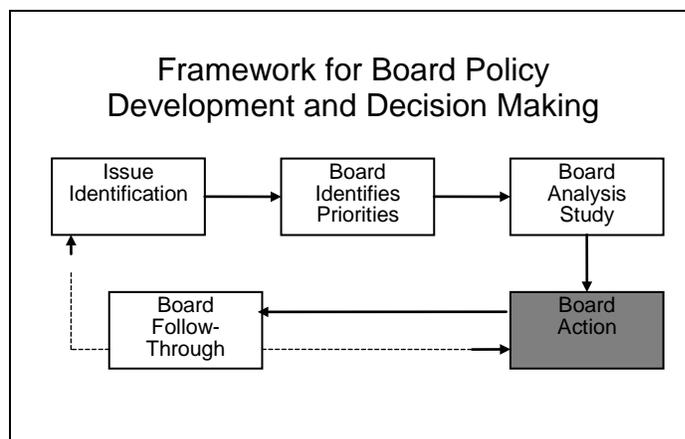
2002 Acts, ch 1124, §8, 16; 2003 Acts, ch 79, §7, 8; 2010 Acts, ch **1001, §19, 20**

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Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: Simpson College Teacher Preparation Program

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenters: Dr. John Byrd, President
Simpson College

Dr. Steve Griffith, Senior Vice President and Academic Dean
Simpson College

Dr. Carole Richardson, Professor of Education
Simpson College

Dr. Barb Ramos, Professor of Education
Simpson College

Attachments: 2

Recommendation: It is recommended that the State Board approve the Simpson College Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Background: At the State Board of Education meeting on July 31st, the State Board heard a report and recommendation related to continuing approval of the Simpson College Teacher Preparation Program. As the Board reviewed the

information, they had a number of questions about how Simpson College plans to address concerns raised in the report. Specifically, they had questions about faculty overload, use of adjuncts, technology, the curriculum lab and facilities.

The State Board felt that to a great extent these were resource issues that might be better addressed at the administrative level of the college. They asked that a letter be sent inviting administration at the college to attend their next board meeting.

President John Byrd and Senior Vice President and Academic Dean Steve Griffith, along with Professors of Education Carole Richardson and Barb Ramos accepted the invitation, and provided the attached summary that addresses the board's questions and includes additional details about the institutional response to the review team's recommendations.

SIMPSON COLLEGE



August 28, 2012

Dr. Jason E. Glass
Director
Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines IA 50319-0146

Dear Dr. Glass:

Thank you for your invitation to attend the State Board of Education meeting on Thursday, September 13 as you continue your review of our teacher education program. We are very proud of our program and its graduates and welcome the opportunity to address the questions set forth in your letter of August 17, 2012.

We are grateful for the very positive evaluation of our program by the review team last April and for their suggestions and observations about how we might make it even stronger. Our academic dean and education faculty embraced the team's advice and worked throughout the summer to make a number of changes that have strengthened our program. Since the exit interview in April, we have created a new suite of classrooms and work spaces dedicated to our education students and faculty, purchased and repositioned information technology equipment to make it available for use inside and outside of classrooms, and have reviewed our staffing and the use of adjunct faculty. I have enclosed a brief summary that addresses the board's questions along with a bit more detail about our institutional response to the team's recommendations. Please feel free to share this information with the Board in advance of the upcoming meeting.

I look forward to meeting with you and members of the Board of Education. Please let me know if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "John W. Byrd", written in a cursive style.

John W. Byrd
President

Enclosure

Office of the President

Response to Questions Raised by the State Board of Education

Simpson College

August 28, 2012

Introduction

At the conclusion of the site team visit in April 2012, the Simpson College Teacher Education Program faculty, staff, and administration were very pleased with the information presented at the exit meeting. All six areas that were assessed were rated as “met or met with strength.” Assessment and diversity were identified as “exceeds.” However, we recognized that several areas of concern existed and that we needed to address them.

The review process identified four areas of concern in the Simpson College Teacher Education Program. These included: 1) the overload of teacher education program faculty and reliance on adjuncts; 2) concerns expressed by cooperating teachers, administrators, supervisors, candidates, graduates, and faculty about the availability and reliability of technology; 3) the adequacy and location of the curriculum lab; and 4) the facilities, especially as they relate to organizing space to enhance access and professional collaboration for candidates and faculty.

The response of the Simpson College administration and faculty to the identified concerns was immediate. During the exit meeting, President Byrd and Senior Vice President Griffith asked specific questions about the report and made a commitment to address the concerns over the summer and prior to the start of fall classes. Here are the results of our actions since the exit meeting:

- Teaching load for all education department faculty members has been carefully reviewed. Upon investigation, we learned that when teaching load at Simpson College is reported in the way used by most of our peer institutions, none of the faculty in the education department is teaching more than the customary 24 credit load. The incongruity in reporting has been caused by Simpson including within its original report faculty activities and responsibilities that may not be recognized at peer institutions. At Simpson, we believe it is important to recognize and compensate faculty for their work outside of normal class activity.
- Adjuncts at Simpson are selected purposely for their expertise and current experience in order to provide a high quality program. They are not used solely as a means of lowering expenses. The majority of education department adjuncts in our original report to the Board are part of our Master Teaching program. According to the information we have collected, the number of adjuncts used outside of the Master Teacher

program is not unusual at peer institutions and the Master Teacher approach is common in teaching preparation programs.

- Technology resources have been upgraded and new spaces are available for students to explore and practice with technology.
- The curriculum lab has been remodeled, the curricular materials have been updated, and the space has been made more available to students.
- Additionally, the two dedicated education classrooms have been moved from Wallace Hall to Dunn Library to be adjacent to the curriculum lab and provide a larger work area for faculty and students. Details about these improvements can be found below.

Faculty Overload and Use of Adjunct Faculty

Faculty Overload

The Board expressed a concern regarding the overload of teacher education program faculty. The Board review process has pointed out that Simpson College uses a rather unusual policy for assigning load in the education department. It has become practice at Simpson for education faculty to receive load credit for duties other than teaching courses. At other colleges these duties might be considered service to the college, administrative duties or simply a part of faculty duties. These include load credit for department chair, director of the graduate program, licensure duties, work on the e-Portfolio system, technology work in the department and advising education club. When only coursework is calculated in faculty load each department member is at, or within, the typical 24 credit load. The department chair is working with Dr. Griffith to calculate education department faculty load that more clearly reflects teaching load. However, recognizing that an externally accredited program requires additional responsibilities, the administration has been generous in its support of education for faculty. The following table illustrates how load credit would be reported if based on the actual course credits taught.

Full-Time Faculty Load for 2012-2013	
Faculty Member	Teaching Course Load Credits
Kate Lerseth	20
Jack Gittinger	16
Sharon Jensen	23
Steve Rose	20
Patti Young	23
Jackie Crawford (Spring sabbatical)	11.5
Marcy Hahn	18
Barb Ramos	8
Carole Richardson	8

Although we think our system of credit assignment appropriately compensates faculty for work outside the classroom, we will review our practice as we make final adjustments in responding to the changes caused by our new Engaged Citizenship Curriculum.

Use of Adjunct Faculty

The Board communicated a concern about the reliance on adjunct instructors. The Simpson College Teacher Education Program makes purposeful decisions to use adjunct instructors based on areas of expertise and the quality that they bring to the program. For example, six of the adjunct instructors hired each year are hired as ‘Master Teachers’ and each works collaboratively with a full professor at Simpson to teach content specific methods courses. The Master Teachers are in-service teachers who have been selected as outstanding secondary teachers from the area. They are provided professional development to build their capacity to teach college students. They work with Dr. Rose to teach specific methods to prospective secondary teachers and then host them as practicum students in their classrooms and schools. This arrangement allows candidates the opportunity to combine theory with enhanced practice opportunities in the field. This practice aligns with the college’s new Engaged Citizenship Curriculum which values integrative learning, marrying theory and practice. The group of individuals selected and hired as Master Teachers has been remarkably stable over the past ten years. Only one has been hired within the past five years; each of the remaining Master Teachers has been serving in this capacity for seven or more years.

Aside from the use of Master Teachers, Simpson’s use of adjunct instructors is in alignment with other institutions. Adjunct instructors are hired to enhance the quality of the program. Generally, adjunct instructors are selected because of their experience or qualifications in specific areas (e.g. special education, speech/language, etc.) or due to demand for specific courses. Typically, all of the adjunct instructors who teach in the teacher preparation program have been instructors at Simpson for a number of years. Most of the adjunct instructors have worked with us at Simpson for at least six years, some considerably longer. All adjunct instructors are offered professional development, are included in department communications, are mentored by full-time faculty members in the department, and are evaluated by the Department Chair or the Director of Graduate Education Programs on a regular basis. The College’s practice is to monitor the number and use of part-time adjuncts and when appropriate, hire full-time faculty. It should be noted that all of our part-time faculty participate in the same course teaching evaluations as our full-time faculty.

Technology and Facilities

At the conclusion of the site visit in April, the administration expressed its commitment to enhance technology and facilities. Dr. Griffith immediately asked the department to prepare a list of pressing needs. The planning process for addressing these needs included many people across the campus, including education faculty, the Wallace Hall building manager, the college librarian, the director of procurement, physical plant staff and the president. A number of plans for improvements were considered. After considering all plans, one was selected that would provide for the best immediate solutions.

Availability and Reliability of Technology

The availability and reliability of technology was expressed as a concern. Since the exit interview, technology has been upgraded and made more available to students and faculty. This equipment will be available for faculty use during classes and will be open for student exploration when classes are not in session. The following were added to the technology resources available to the teacher education program and students in response to the Board's concern:

- Projectors with software that make the white board a smart board are in each dedicated classroom.
- Document cameras are in each dedicated classroom.
- Student response systems and video cameras are available for check-out from the library.
- A dedicated laptop cart is available for use in the dedicated classrooms.
- A set of iPads were purchased, along with faculty training on their use.
- Two new spaces were added for students to explore and practice with technology.
- A projector, video camera, and additional technology were added to the technology lab for student practice and use.

Adequacy of the Curriculum Lab

Another concern mentioned by the Board was the adequacy and location of the curriculum lab. The uninviting and under-utilized curriculum lab has now been updated with new carpet and shelving. The education faculty purged outdated materials from the curriculum lab and the library stacks, with the help of library staff. New materials have been added to the curriculum lab. We are no longer using the curriculum lab as a space for non-education tutoring. This allows the space to be dedicated for use by teacher education students for learning and practicing teaching skills with curricular materials. In addition, the curriculum lab is now located adjacent to the dedicated education classrooms. Curricular materials are easily accessible for use during

methods course instruction, and the dedicated classrooms are available for student use when methods courses are not in session.

Organization and Location of Teacher Education Program Facilities

The Board voiced a concern about the organization and location of Teacher Education Program facilities. After considering five plans, it was decided to move the two dedicated education classrooms from Wallace Hall to Dunn Library. The administration made it clear that this was a plan to address the immediate concerns in the short-term (three to four years), while the college creates a long-term plan for facilities for the education department. The two classrooms are now located next to the curriculum lab and across from the children and juvenile literature and K-12 textbooks in the library. The education department has worked closely with the registrar to ensure that courses needing access to the materials will be scheduled in those classrooms and that courses offered from other departments will no longer be scheduled in the dedicated education classrooms. Built-in storage has been added in the classrooms and the adjacent hallway to allow for better storage of faculty materials. These classrooms will also be available for education students to work and explore during library hours when education classes are not in session. There are also several tables just outside of the curriculum lab and classrooms for education students to work and explore if a class is in session. In addition, the science and social studies methods classroom shares a door with the curriculum lab which has a regular sink for use during class.

At this time it is not feasible to place all education faculty offices in the same location. Offices are located in the same building and this concern will be considered in long-term planning. Faculty members regularly collaborate even though offices are on multiple floors of the building.

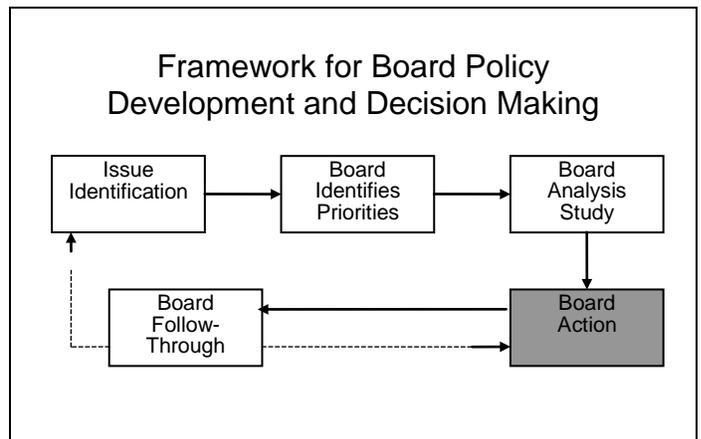
Summary

The Simpson College Teacher Education Program and administration hopes that this additional information is helpful to the Board. We also welcome any questions at the September board meeting. We fully understand that ensuring quality is a continuous process. As partners in this process, we appreciate the opportunity the State Board of Education review offers us to have our program reviewed by our colleagues.

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: Kirkwood Community College Paraeducator Preparation Program Approval

Iowa Goal: All PK -12 students will achieve at a high level.

Equity Impact Statement: The administrative rules governing this process require preparation programs to address diversity issues.

Presenter: Marietta Rives, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board approve the paraeducator preparation programs submitted by Kirkwood Community College. The next review will be during the 2017-2018 school year.

Background: Legislation originally passed in 1998 and revised in 2000 created a voluntary paraeducator certification. The legislation was prompted by the need to have well trained paraeducators providing assistance to students and teachers. Licensure rules were established by the Board of Educational Examiners. The State Board of Education approves the voluntary preparation programs according to standards and procedures contained in Chapter 80 of the Iowa Administrative Code.

Programs Recommended for Approval September 13, 2012

Kirkwood Community College Paraeducator Programs to include:

- Generalist Level I
- Generalist Level II Advanced
- Early Childhood
- Special Needs
- English as a Second Language
- Career and Transitional Programs
- Vision Impairments

Iowa's voluntary paraeducator certification program is one way for paraeducators to meet the requirements set forth in No Child Left Behind. An additional benefit of this program is that certification will establish realistic opportunities for upward mobility through a career ladder pathway for paraeducators.

The institution named above has submitted a request for approval or re-approval of programs to certify paraeducators in each of the listed content areas. Although the paraeducator certification program is voluntary, there are several benefits to having paraeducators certified.

1. All learners will be better served and the quality of education and related services will improve with the availability of a better-prepared paraeducator workforce.
2. Paraeducators have mastered skills that are required to support and supplement teacher/provider programs.

The programs have been reviewed. In reviewing the programs, it was important to look for three major components:

1. Verification that each of the standards included in Iowa Administrative Code Chapter 80 have been met.
2. Verification that all standards and competencies of Chapter 22, Board of Educational Examiners administrative rules were included.
3. Verification that criteria to evaluate performance of the standards were present and appropriate.

Strengths of the programs:

Courses involved in the certification programs are continually updated based on the feedback of paraeducator candidates.

Teacher candidates and paraeducator candidates hear the same message about the expectations and responsibilities of each role group.

Areas for improvement:

It is important to make program improvements based on data and with the input of the larger community. Please make every effort to utilize the Advisory Committee to its fullest potential.

Continue to seek ways to collect data that will inform decisions made for program improvement.

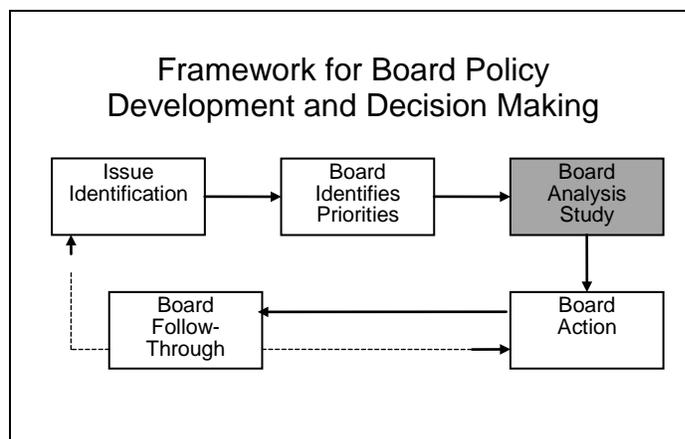
Recommendation:

Based upon the review of programs submitted for consideration, an approval is recommended for the Generalist Level I, Generalist Level II Advanced, Early Childhood, Special Needs, Career and Transitional, English as a Second Language, and Vision Impairments paraeducator certification programs for Kirkwood Community College.

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: 2012-2013 State Board Policy Development Priorities and Master Calendar

Iowa Goal: All

Equity Impact Statement: The State Board's Policy Development / Leadership Agenda is designed to strengthen Iowa's education system and provide access to quality education for all students.

Presenter: Gail Sullivan
Chief of Staff

Attachments: 3

Recommendation: It is recommended that the State Board review and discuss the Policy Development Priorities and Master Calendar for the coming year.

Background: Each year the State Board establishes their Policy Development Priorities at the State Board Retreat in June. Department staff review these priorities and develop a proposal for addressing the priorities at upcoming State Board meetings throughout the year. This plan for addressing the priorities is incorporated into the State Board's Master Calendar.

In addition to Policy Development Priorities, Leadership and Advocacy Activities, Statutory Responsibilities, and Information Sessions are also placed on the Master Calendar. The State Board Master Calendar forms the basis for State Board meeting agendas for the coming year.

IOWA STATE BOARD OF EDUCATION
Policy Development Priorities 2012-2013
DRAFT

- **Competency-Based Education**
 - Collaborate with the Legislative Task Force and other sectors
 - Track the ongoing grassroots networking around competency-based education
 - Track a school engaging in competency-based education
 - Engage educator preparation programs to consider potential implications
 - Communicate with stakeholders and the public
 - Advocate for a school funding formula that supports policy

- **Online Learning and Other Technological Advances**
 - Advocate for Iowa Learning Online (ILO)
 - Gather information on one-to-one schools, flipped classrooms, and other technological advances for impact on student achievement
 - Highlight ways educators use technology for learning, teaching, and leading
 - Engage preparation programs on the use of technology in teaching and leading
 - Communicate with stakeholders and the public
 - Continue to review best practices
 - Monitor current programs
 - Support a requirement that all students take at least one class online
 - Explore the teacher licensure requirements for online courses
 - Advocate for a school funding formula that supports policy

- **Reducing Achievement Gaps**
 - Study root causes of and current efforts to address disparities
 - Recognize and address racial disparities, define cultural competency, and examine systemic conditions
 - Current efforts: Federal funding, alternative schools, etc.
 - Study schools that have been effective
 - Promote collaboration toward eliminating achievement gaps
 - Consider relationship of RtI to closing gaps – utilize AEAs to support RtI
 - Communicate with stakeholders and the public

- **Improving Teacher and Leader Preparation**
 - Study program approval process
 - Review current criteria/standards for approval
 - Study best practices in other states and nations
 - Consider possibility of blue ribbon distinctions
 - Study related policies and practices
 - Accountability (especially use of student achievement data)
 - Recruitment
 - Teaching standards
 - Clinical practice
 - Performance assessment
 - Induction
 - Collaborate with the BOEE for alignment with certification
 - Engage stakeholders
 - Convene a work group or join other work groups
 - Convene a day-long event/symposium/conversation
 - Communicate with stakeholders and the public

**Plan for Addressing
State Board Policy Development Priorities
2012-2013
DRAFT**

Improving Teacher and Leader Preparation

- Conduct a work session to provide State Board members with a thorough understanding of the current teacher and administrator preparation program approval process. This will include a review of the standards used to review these programs. This session is designed to provide the basis for the work that the Board is initiating to improve educator preparation programs. (September, 2012)
- Invite an expert to present information about various models and the components of exemplary educator preparation programs. Facilitate discussion about the changes that State Board members would like to see in preparation programs in Iowa. (November, 2012)
- Meet jointly with the Board of Educational Examiners to discuss standards for teaching and educational leadership and coordination of preparation programs and licensure. (November, 2012)
- Report on Task Force recommendations, including the recommendations from the Iowa Teaching Standards and Criteria Review Task Force. (January, 2013)
- Present the State Board with a draft proposal for improving educator preparation programs and the approval process. Discuss the proposal and solicit the Board's feedback. (January, 2013) The proposal will be revised based on this input and brought back to the Board for further review.
- Bring a revised proposal for improving educator preparation programs and the approval process back to the State Board and describe implementation going forward. (March, 2013)
- Notice rules needed to implement the proposed changes, as appropriate. (May, 2013)

Reducing Achievement Gaps

- Report on the implementation and scale up process for Response to Intervention, including how AEAs will be involved and how all pieces of the system will be aligned. (September, 2012)

- Breaking Barriers Awards – recognize school districts that are making progress in reducing achievement gaps (November, 2012)
- Successful strategies for reducing the achievement gap. Invite a school that has been successful to share their approach. (January, 2013)

Online Learning and Other Technological Advances

- Adopt administrative rules related to online learning. (November, 2012)
- Discuss this State Board priority and advocate for online learning with legislators. (January, 2013)
- Provide an update on online learning and on the visits to the two newly established virtual academies. (March, 2013)
- Invite a school district to present on innovative ways they are using technology and how this is facilitating student learning. (May, 2013)

Competency-based Education

- Provide a brief overview of the work of the Task Force on Competency-based Instruction. (September, 2012) The Task Force has been charged with conducting a study looking at standards, the integration of competency-based instruction with the Iowa core, related assessment models and professional development. The Task Force will focus on:
 - Redefining the Carnegie Unit into competencies
 - Constructing personal learning plans and templates
 - Developing accountability and assessment models
 - Empowering learning through technology
 - Developing supports and professional development
- Report on the work of the Task Force, specifically as it relates to personal learning plans and templates, learning through technology, and support and professional development for educators to transition to a competency-based system. (November, 2012 and March, 2013)

MASTER CALENDAR

State Board of Education	Policy Development Priorities	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
<p>July 31, 2012</p>	<p>Work session – to discuss State Board policy development priorities</p>	<p>Meeting with Governor Terry Branstad and Lt. Gov. Kim Renyolds</p>	<p>Teacher Preparation Program Approvals</p> <ul style="list-style-type: none"> • Loras College • Emmaus Bible College • Simpson College • Ashford University <p>Paraeducator Preparation Program Approvals</p> <ul style="list-style-type: none"> • Northeast Iowa Community College • Iowa Western Community College • Prairie Lakes AEA • Keystone AEA • Dordt College <p>Approval of Online Practitioner Preparation Program – American Public University System</p> <p>Des Moines Public Charter School – Request to amend charter</p> <p>Rules: Chapter 12 – General Accreditation Standards (Notice)</p> <p>Rules: Chapter 84 – Financial Incentives for National Board Certification (Notice)</p> <p>Rules: Chapter 22 – Senior Year Plus Program (Notice)</p> <p>Rules: Chapter 83 – Teacher and Admin Quality Programs (Notice)</p> <p>Rules: Chapter 15 – Use of Telecommunications for Instruction by Schools (Notice)</p>	<p>Iowa’s Community College Adult Literacy Annual Report -- FY 2011</p> <p>Jean Torgeson, NIACC Trustee, and Association of Community College Trustees Chair-Elect</p>

MASTER CALENDAR

State Board of Education	Policy Development Priorities	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
July 31, 2012 (continued)			Rules: Chapter 79 – Standards for Practitioner and Admin Preparation Programs (Notice)	
September 13, 2012	<p>2012-2013 Plan for Addressing State Board Policy Development Priorities</p> <p>Response to Intervention – Implementation, Scale-up and System Alignment</p> <p>Work Session – Overview of current teacher and administrator preparation program approval process</p> <p>Update on the work of each Task Force</p>	<p>State Board Legislative Agenda for 2013 -- Discussion</p>	<p>Des Moines Public Charter School - - Initiate notice to revoke charter</p> <p>Teacher Preparation Program Approval</p> <ul style="list-style-type: none"> • Simpson College (Administration invited to attend to provide additional information) <p>Paraeducator Preparation Program Approval</p> <ul style="list-style-type: none"> • Kirkwood Community College <p>Appeal Decisions (2)</p> <p>Rules: Chapter 43 – School Transportation (Background Checks for Bus Drivers) (Notice)</p> <p>Rules: Chapter 22 – Senior Year Plus (Notice)</p> <p>Rules: Chapter 17 – Open Enrollment (Notice)</p> <p>Rules: Chapter 98 – Financial Management of Categorical Funding (Notice)</p> <p>Rules: Chapter 97 – Supplemental Weighting (Notice)</p> <p>Rules: Chapter 61 – Reading Research Center (Notice)</p>	<p>Community College Tuition and Fees Report –FY2013</p>

MASTER CALENDAR

<p>November 14-15, 2012</p>	<p>Honors and Recognition Breaking Barriers Award</p> <p>Expert to present information about various models and exemplary educator preparation programs</p> <p>State Board to meet with Board of Educational Examiners – standards for teaching and leadership; coordination of preparation programs and licensure</p> <p>Report on the work of the Task Force on Competency-based Instruction</p>	<p>The Annual Condition of Education Report</p> <p>Joint Meeting – State Board and IASB Board</p> <p>State Board Legislative Agenda for 2013 (Approve)</p>	<p>Des Moines Public Charter School – Initiate Notice to Revoke Charter Paraeducator Preparation Program Approvals</p> <ul style="list-style-type: none"> • Northeast Iowa Community College • Western Iowa Tech Community College <p>Rules: Chapter 12 – General Accreditation Standards (Adopt)</p> <p>Rules: Chapter 84 – Financial Incentives for National Board Certification (Adopt)</p> <p>Rules: Chapter 22 – Senior Year Plus Program (Adopt)</p> <p>Rules: Chapter 83 – Teacher and Admin Quality Programs (Adopt)</p> <p>Rules: Chapter 15 – Use of Telecommunications for Instruction by Schools (Adopt)</p> <p>Rules: Chapter 79 – Standards for Practitioner and Admin Preparation Programs (Adopt)</p>	<p>Participate in IASB Conference</p> <p>Community College Fall Enrollment Report 2012</p> <p>Information session on assessment – overview and future directions</p>
<p>January 2013</p>	<p>Report on the findings and recommendations of the Iowa Teaching Standards and Criteria Review Task Force</p> <p>Successful strategies for</p>	<p>Condition of Community College Report 2012</p> <p>Legislative Update</p> <p>WORK SESSION - Discuss legislative</p>	<p>Teacher and Administrator Preparation Programs</p> <ul style="list-style-type: none"> • Iowa State University • University of Dubuque <p>Paraeducator Preparation Program Approvals</p>	

MASTER CALENDAR

<p>January 2013 (continued)</p>	<p>reducing the achievement gap -- Invite a school that has been successful to share their approach</p> <p>Present the State Board with a draft proposal for improving educator preparation programs and the approval process -- for discussion and feedback</p>	<p>issues and priorities with the House and Senate Education Committee Chairs and Ranking Members</p>	<ul style="list-style-type: none"> • Grant Wood AEA • Heartland AEA <p>Community College Accreditation Reports</p> <ul style="list-style-type: none"> • Des Moines Area Community College • Iowa Central Community College • Iowa Western Community College <p>Rules: Chapter 43 -- School Transportation (Background checks for bus drivers) (Adopt)</p> <p>Rules: Chapter 22 – Senior Year Plus (Adopt)</p> <p>Rules: Chapter 17 – Open Enrollment (Adopt)</p> <p>Rules: Chapter 98 – Financial Management of Categorical Funding (Adopt)</p> <p>Rules: Chapter 97 – Supplemental Weighting (Adopt)</p> <p>Rules: Chapter 61 – Reading Research Center (Adopt)</p>	
<p>March 2013</p>	<p>Provide revised proposal for improving educator preparation programs and the approval process</p> <p>Update on online learning and the two virtual academies</p> <p>Report on the work of the Task Force on Competency-based Instruction</p>	<p>Legislative Update</p>	<p>AEA Budget Approval for FY 2013 – 2014</p> <p>Paraeducator Preparation Program Approvals</p> <ul style="list-style-type: none"> • Northwest AEA <p>Rules</p>	<p>Community College Joint Enrollment Report 2012</p> <p>Introduction -- 2013 Iowa Teacher of the Year</p>

MASTER CALENDAR

May 2013	<p>Notice rules to improve educator preparation programs, as appropriate</p> <p>Invite a school district to present on innovative ways they are using technology to facilitate student learning</p>	Legislative Update	<p>Teacher Preparation Program</p> <ul style="list-style-type: none"> • Briar Cliff University <p>Community College Certified Budget Report -- FY2014</p> <p>Community College Accreditation Reports</p> <ul style="list-style-type: none"> • Indian Hills Community College • Southwestern Community College • Western Iowa Tech Community College <p>Religious Groups Exempted from School Standards</p> <p>Rules</p>	
June 2013	<p>STATE BOARD RETREAT</p> <p>Identify State Board Policy Development Priorities for 2013-2014</p>			
August 2013	2013-2014 Plan for Addressing State Board Policy Development Priorities		Rules	Community College Adult Literacy Annual Report (ABE [Adult Basic Education] Benchmarks)
September 2013		State Board Legislative Agenda for 2014 (Discussion)	Rules	

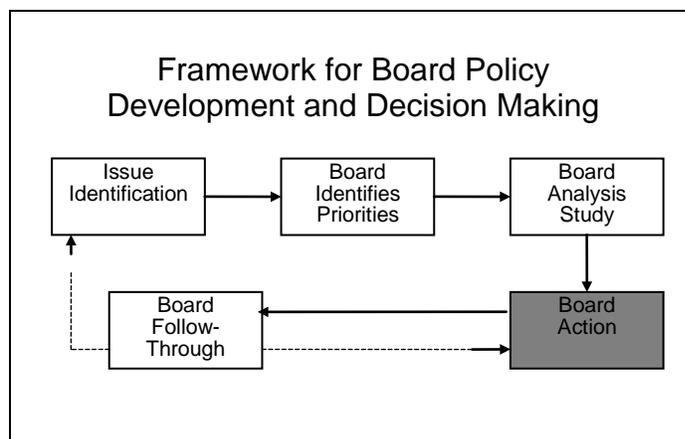
MASTER CALENDAR

November 2013	Honors and Recognition Breaking Barriers Awards	Condition of Education Report Joint Meeting – State Board and IASB Board State Board Legislative Agenda for 2014 (Approve)	Rules	Participate in IASB Conference
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Iowa State Board of Education

Executive Summary

November 14, 2012



Agenda Item: State Board Legislative Agenda for 2013

Iowa Goal: All

**State Board Role/
Authority:**

The State Board acts in an advocacy role to promote effective educational opportunities for all students in Iowa. In that capacity, they identify policy development priorities each year and advocate for legislative change as necessary to implement their priorities.

Presenters: Mike Cormack, Policy Liaison
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board approve this legislative advocacy platform for the 2013 legislative session.

Background: Each year the State Board develops a legislative priorities platform for the upcoming legislative session. This platform is used to communicate funding and policy priorities to legislators, the general public, and a variety of stakeholders.

During this session, the Board will have an opportunity to suggest changes to the draft legislative agenda that is attached.



Rosie Hussey
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Clear Lake



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Vice President
Des Moines



Diane Crookham-Johnson
Oskaloosa



Sister Jude Fitzpatrick
West Des Moines



Michael Knedler
Council Bluffs



Valorie Kruse
Sioux City



Mike May
Spirit Lake



Max Phillips
Woodward



LaMetta Wynn
Clinton



McKenzie Baker
Student Member
Forest City

Our **Mission** is to champion excellence for all Iowa students through leadership and service.



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2013 Legislative Advocacy Agenda

Restoring Iowa as the Leader in Education



The Iowa State Board of Education stands ready to work with policymakers in the executive and legislative branches to build the best educational system for our students. Our efforts are voluntary but our commitment is strong to the education of all Iowa students. We are an independent, bi-partisan group of Iowans who are appointed by the Governor and confirmed by the Iowa Senate to work on educational issues. These issues can range from impacting young children in our earliest grades to policies impacting teacher preparation programs for our college students. We are charged in Iowa Code to adopt rules that establish policy for programs and services in accordance with legislation. We have been given the responsibility to prescribe standards and approve teacher preparation programs. We rule on appeals related to local board decisions. We have the authority to grant or deny charter school applications. In short, we have these responsibilities and more that help to enact the laws that are passed during the legislative process each year.

In working exclusively on educational issues, we strive to be an objective voice that provides a perspective that is unique in the process. We do our best to stay above the fray of politics, seeking to be a resource that provides policy-based insight on this important policy area. With our complete focus on education and our independent, experienced review of the issues, we seek to fill a needed niche in the educational dialogue in this state.

The Board believes that the status quo is not sufficient to meet the educational needs of our children. Education must be the top legislative priority in 2013, with new public policies and financial commitments to do just that.



EDUCATION GOALS

We believe strongly that the following key concepts must be addressed and advanced with positive support from the Governor and the Iowa General Assembly:

- Improve teacher and leader preparation in this state to produce quality professionals in every Iowa classroom and school setting.
- Support the expansion of online learning and the infusion of other technology in the classroom.
- Reduce the achievement gap that exists in our state so that all Iowa children are learning at a higher level of student achievement.
- Continue to build on the initial success and innovative opportunities that Competency-based Education has provided in Iowa education.

2013 LEGISLATIVE PRIORITIES

The Iowa State Board of Education has four main policy development priorities to improve Iowa education. We encourage strong policy work in the following areas:

Improving Teacher and Leader Preparation

- Improve accountability with a reliance on student achievement data to demonstrate results
- Increase clinical practice included in the academic program
- Promote stronger efforts in recruitment, better teaching standards and performance assessments
- Align certification and graduation standards with the Board of Educational Examiners
- Study best practices in other states and nations in order to develop a revised program approval process
- Highlight exceptional methods for using technology in the classroom

Competency-based Education

- Build on the recent solid work of the Governor and the Iowa General Assembly in this area in Iowa Code
- Work with the task force that is studying this in 2013 to provide concrete proposals
- Monitor a school that is presently engaged in Competency-based Education and encourage replication of positive results shown in it
- Track the ongoing grassroots networking taking place in this area
- Establish a permanent state funding stream to support competency-based measures in schools

Online Learning and Other Technological Advances

- Expand Iowa Learning Online
- Collect data from present innovative practices in technology to measure success and learn from mistakes to build best practice models
- Require all Iowa students to take at least one class online
- Create a permanent funding source for quality technology in every classroom
- Be bold in embracing online learning as a state
- Put student interests first in all state policy discussions on this topic

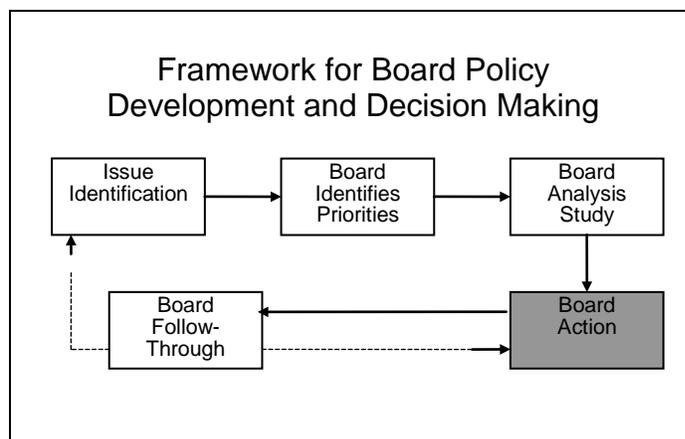
Reducing Achievement Gaps

- Study root causes of and current efforts to address disparities
- Learn from schools that have been effective in closing the gap
- Provide collaboration toward eliminating achievement gaps
- Promote efforts that increase communication with shareholders and the public

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item:

Update on the Work of Each Task Force

Iowa Goal:

All PK-12 students will achieve at a high level.

Equity Impact Statement:

The work of these task forces will impact all Iowa school districts.

Presenters:

Mike Cormack, Policy Liaison
Office of the Director

Phil Wise, Policy Advisor
Office of the Director

Ryan Wise, Special Assistant
Office of the Director

Attachments:

None

Recommendation:

It is recommended that the State Board hear and discuss this information.

Background:

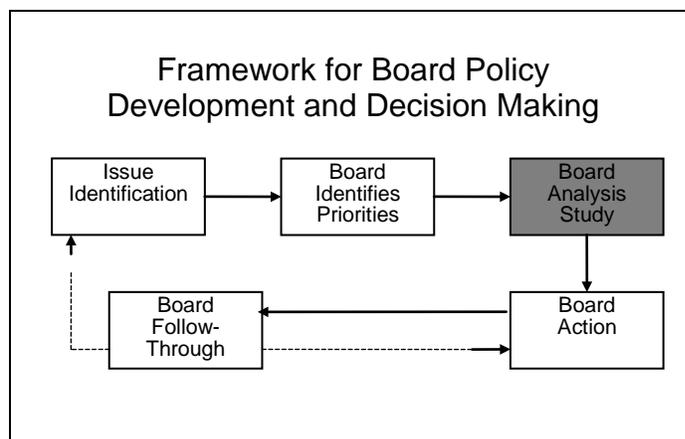
An update will be provided on the task forces that were established in the Education Reform bill (Senate File 2284). The task forces are:

- Competency-Based Instruction Task Force
- School Instructional Time Task Force
- Iowa Teaching Standards and Criteria Review Task Force
- Teacher Performance, Compensation and Career Development Task Force
- Statewide Educator Evaluation System Task Force
- Cross Agency Assessment Instrument Planning Group

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: Response to Intervention (Rtl)

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: Data nationally and in Iowa reflect differences in achievement for students from impoverished backgrounds, students with disabilities, and students from non-majority cultural background.

Presenters: David Tilly, Deputy Director

Jeff Herzberg, Chief
Prairie Lakes Area Education Agency 8 (tentative)

Sue Daker, Director of Comprehensive Improvement
Keystone Area Education Agency 1 (via Polycom)

Martin Ikeda, Chief
Division of Learning and Results

Attachments: None

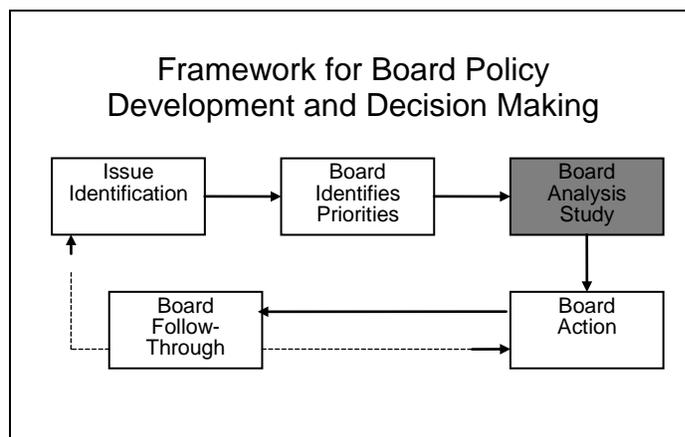
Recommendation: It is recommended that the State Board discuss the collaborative nature of the work emerging around Rtl, the work scheduled for fall 2012, and supporting teachers and administrators in Iowa to implement Rtl consistently statewide.

Background: Implementing Rtl is an area of interest of the State Board. This update provides an opportunity to have further dialogue about how to continue to support Rtl statewide.

Iowa State Board of Education

Executive Summary

September 13, 2012



Agenda Item: 2012-2013 Academic Year, Iowa Community Colleges Tuition and Fees Report

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: The tuition and fees report provides information for all community colleges and the general public.

Presenters: Colleen Hunt, Interim Administrator
Division of Community Colleges

Kent Farver, CPA and Educational Program Consultant
Bureau of Adult, Career, and Community College Education

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: All data in the attached report, except where noted, are taken from survey information submitted by the community colleges to the Bureau of Adult, Career, and Community College Education. The tuition and fees report is prepared each year by compiling information submitted to the Iowa Department of Education by each community college business office.

TUITION & FEES REPORT

2012-2013



COMMUNITY COLLEGES

BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION

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Helping Communities Meet the Learning Needs of all Their Children and Adults

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September 2012

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DEPARTMENT OF EDUCATION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA

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Kent Farver, CPA, Consultant



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Executive Summary

The average tuition for a full-time student enrolled in Iowa's community colleges will rise \$149 to \$4,097 in fiscal year 2013 (Table 1). The average tuition increase this year will be 3.77 percent. Since fiscal year 2004, tuition has grown an average of 5.31 percent per year.

The average mandatory fee charged by the community colleges is \$339.69 (Table 3). Five (5) community colleges do not charge students general fees (Table 15). As a result of the attached mandatory fees, the average tuition and fees per credit hour will rise to \$147.90, a 3.48 percent increase from fiscal year 2012.

In comparing regional tuition rates across the surrounding states in the Midwest, Iowa moved into third position as the third highest average tuition rate among the eight states surveyed. Minnesota and South Dakota continue to have the highest average tuition rates in this region (Table 7).

In fiscal year 2011, 57.28 percent of the community colleges' unrestricted operating revenue (Fund 1) came from tuition and fees. As Tables 4 and 5 show, this has gradually increased from the 1980 level (adjusted for inflation) of just over 24 percent, more than doubling in the last 30 years. During that same time period and using the same inflation adjusted numbers, state general aid has decreased from just over 49 percent in 1980, to 29 percent in 2011.

By law, community college tuition is not allowed to exceed the lowest resident tuition charged by Iowa's public universities. In fiscal year 2013, the average community college tuition will be 38 percent lower than the average public university tuition rate (Table 8).

About this Report

The community college tuition and fees report is prepared each fiscal year. The report includes trends in tuition and fees among Iowa's community colleges, as well as comparisons to Iowa's public universities and national comparisons.

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Iowa's Community Colleges Resident Tuition

Table 1 lists the average tuition, lowest tuition, and highest tuition charged at Iowa's community colleges for a full-time resident student. Iowa Code limits the total tuition for Iowa residents attending community colleges so as not to exceed the lowest tuition rate per semester charged by a public university for a full-time resident student. A full-time student in this report is a student who enrolls in 15 credit hours.

Average tuition increased \$1,526 from fiscal year 2004 to fiscal year 2013, an increase of 60 percent. Tuition gains averaged 5.31 percent each year.

The spread between tuition amounts has increased since 2004. The difference from the highest annual tuition to lowest annual tuition has increased from \$390 in fiscal year 2004 to \$742 in fiscal year 2013. As a percentage of the average tuition, this variance has increased from 15 percent in 2004 to over 18 percent in 2013.

Table 12 in the appendix lists the full-time resident tuition by college for arts and sciences and career and technical education (CTE) programs.

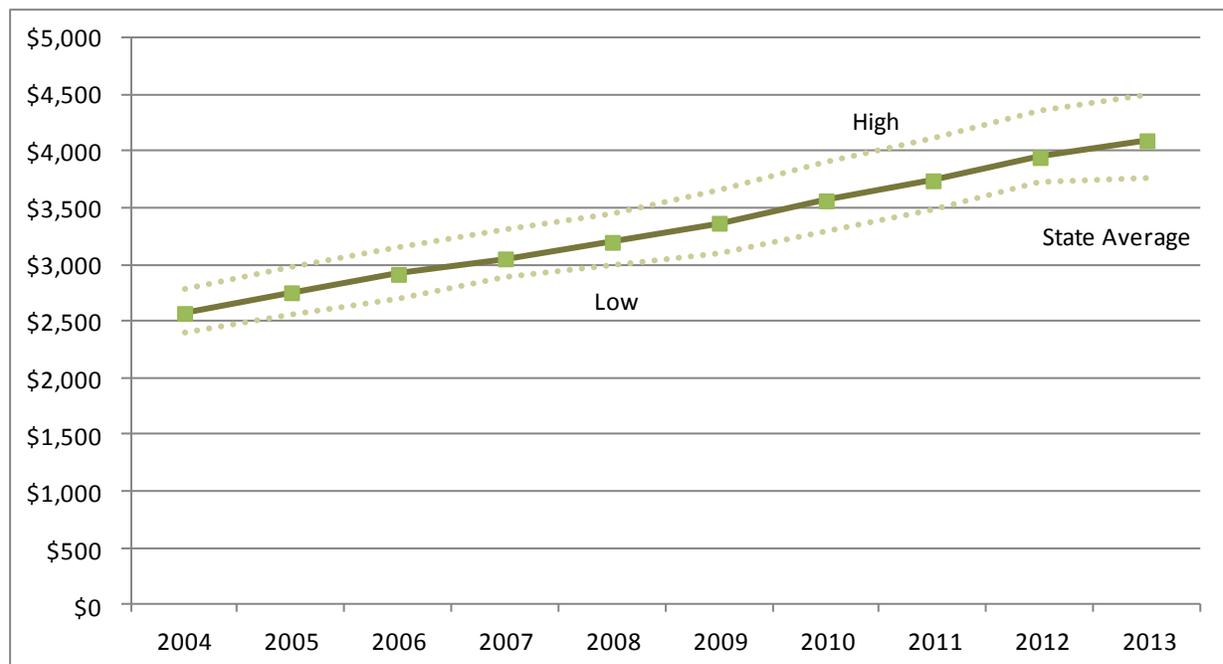
Table 1 - Annual Iowa Community Colleges Full-Time Resident Tuition

Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Low	\$2,400	\$2,550	\$2,700	\$2,880	\$2,996	\$3,106	\$3,293	\$3,491	\$3,720	\$3,758
High	\$2,790	\$2,970	\$3,150	\$3,300	\$3,450	\$3,660	\$3,900	\$4,110	\$4,350	\$4,500
State Average	\$2,571	\$2,754	\$2,916	\$3,053	\$3,199	\$3,368	\$3,566	\$3,743	\$3,948	\$4,097
Std. Deviation	107.54	109.67	119.04	127.77	140.38	159.98	180.67	195.18	185.55	211.54

SOURCE: 2011-2012 Academic Year Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Table 12.

NOTE: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Figure 1 - Annual Iowa Community Colleges Full-Time Resident Tuition



SOURCE: 2011-2012 Academic Year Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Table 12.

NOTE: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Iowa's Community Colleges Resident Tuition (*continued*)

The tuition per credit hour is shown in Table 2. Over the past 10 years, the average tuition cost per credit hour has increased from \$85.69 to \$136.56 per credit hour. Courses generally range from three to five credit hours in a community college.

Similar to average tuition, the variance between the

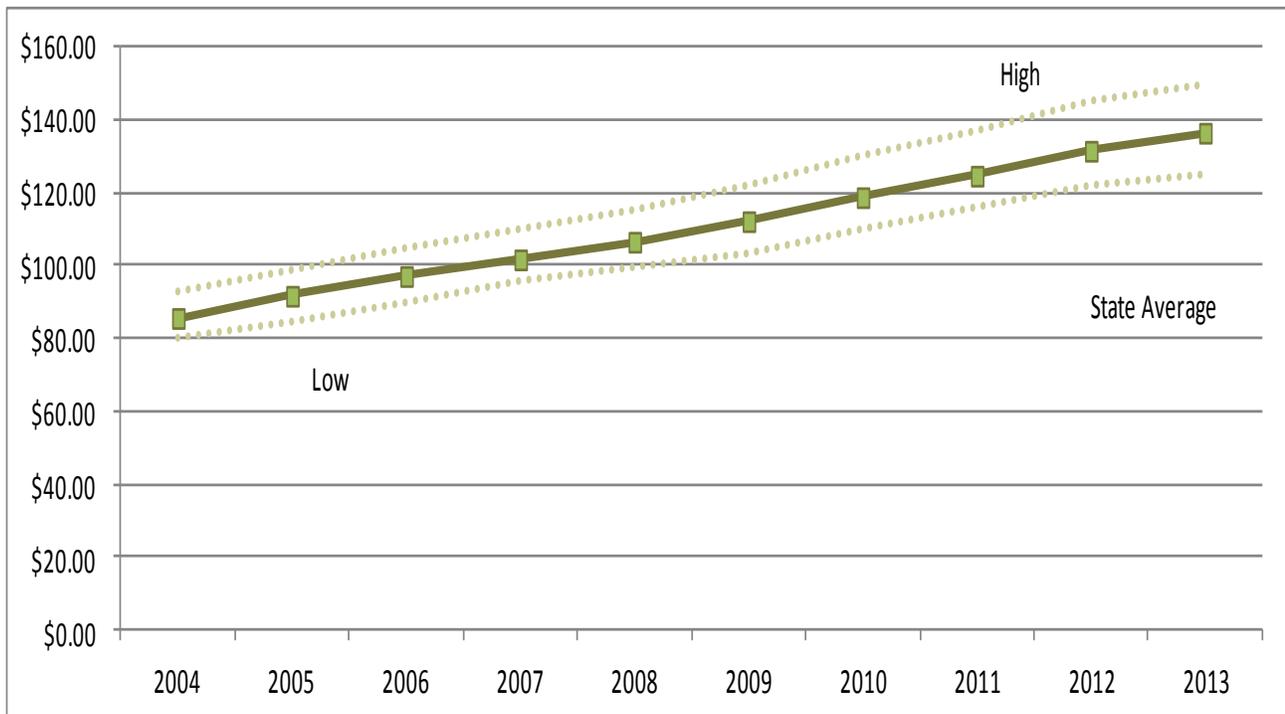
community colleges has increased. The difference between the highest per credit hour rate and lowest per credit hour rate increased from \$13 in fiscal year 2004 to \$24.75 in fiscal year 2013. Table 13 in the appendix lists tuition per credit hour by college.

Table 2 - Fall Resident Tuition Per Credit Hour

Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Low	\$80.00	\$85.00	\$90.00	\$96.00	\$99.85	\$103.55	\$109.76	\$116.35	\$122.20	\$125.25
High	\$93.00	\$99.00	\$105.00	\$110.00	\$115.00	\$122.00	\$130.00	\$137.00	\$145.00	\$150.00
State Average	\$85.69	\$91.79	\$97.20	\$101.77	\$106.62	\$112.27	\$118.85	\$124.76	\$131.61	\$136.56
Std. Deviation	\$3.58	\$3.66	\$3.97	\$4.26	\$4.68	\$5.33	\$6.16	\$6.51	\$6.18	\$7.05

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Table 13.

Figure 2 - Fall Resident Tuition Per Credit Hour



SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education.

Iowa's Community Colleges Mandatory Fees

Table 3 reflects the basic mandatory fees charged at each community college. Some colleges do not charge a separate fee in addition to their tuition charge. Moreover, these fees do not include any program specific fees.

In fiscal year 2013, average fees will increase \$.60 to \$339.69. Average mandatory tuition fees have grown 3.24

percent per year since fiscal year 2004.

Table 15 in the appendix of this report lists regular, recurring fees charged by each college. This is not an all-inclusive list of fees charged by the individual community colleges.

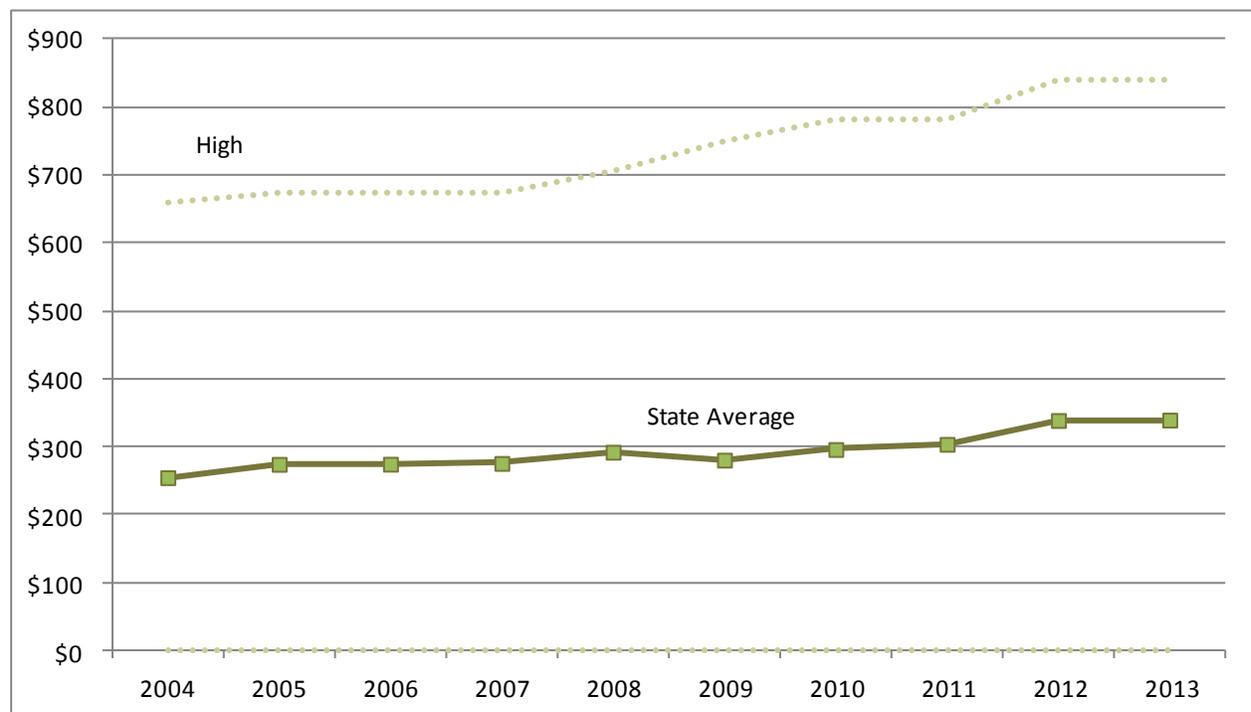
Table 3 - Annual Iowa Community Colleges Full-Time Mandatory Fees

Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Low	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
High	\$660	\$675	\$675	\$675	\$705	\$750	\$780	\$780	\$840	\$840
State Average	\$254.97	\$274.57	\$274.77	\$275.93	\$292.37	\$280.73	\$296.39	\$303.99	\$339.09	\$339.69

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Tables 12.

NOTE: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Figure 3 - Annual Iowa Community Colleges Full-Time Mandatory Fees



SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Tables 12.

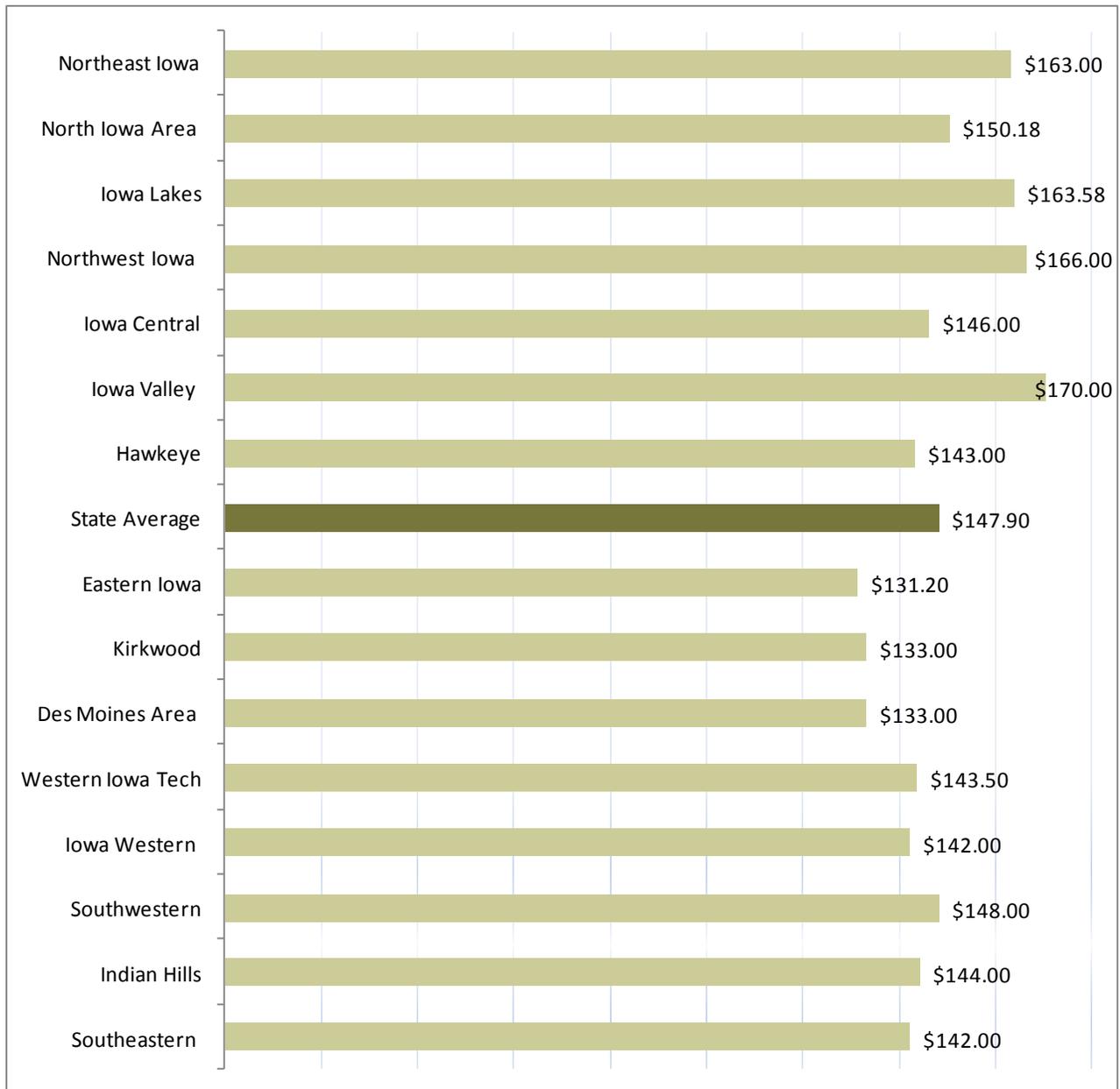
NOTE: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Tuition and Mandatory Fees per Credit Hour

Figure 4 shows the per credit hour tuition and mandatory fees. Notwithstanding additional fees, this represents the cost of enrolling in a community college. The average tuition and mandatory fees charged per credit hour will increase \$4.98 per

hour in fiscal 2013 to \$147.90. This is a 3.48 percent increase from the previous year. See Table 13 for a listing of individual tuition and fees charged by each community college.

Figure 4 - Resident Tuition and Mandatory Fees Per Credit Hour: Fiscal Year 2013



SOURCE: Appendix -Table 11 for Tuition and Fees amounts. See Table 13.

Revenue Sources for Iowa's Community Colleges

Tables 4 and 5 reflect the major sources of revenue for the system of Iowa's community colleges adjusted for inflation. Tuition and fees is the largest share of general operating fund revenues.

This revenue comprises 57 percent of total revenues. State, local,

and federal funding shares remain at 25-year lows (see Figure 5). State support has been reduced from a high of just under 50 percent in fiscal year 1980 down to just under 30 percent in fiscal year 2011. Local funding is down from just over 12 percent in fiscal year 1980 down to just under 5 percent in fiscal year 2011.

Table 4 - Adjusted General Operating Fund Revenues by Source

Fiscal Year	Tuition & Fees	Local	State	Federal	Other Income
1980	\$58,794,604	\$29,133,507	\$119,363,414	\$26,890,058	\$6,914,116
1985	\$81,580,293	\$28,199,866	\$119,618,982	\$16,206,309	\$11,704,001
1990	\$102,131,108	\$25,575,071	\$152,093,036	\$16,676,907	\$14,917,821
1995	\$130,093,644	\$22,581,480	\$169,190,337	\$14,248,893	\$16,227,327
2000	\$157,656,228	\$23,724,882	\$184,707,348	\$13,827,984	\$27,023,241
2001	\$159,089,779	\$23,863,964	\$185,607,872	\$13,859,313	\$25,474,827
2002	\$178,970,452	\$24,414,223	\$171,087,133	\$14,341,449	\$23,392,277
2003	\$191,379,079	\$24,498,200	\$167,967,827	\$14,808,173	\$24,544,344
2004	\$206,077,293	\$24,463,484	\$162,777,257	\$15,279,948	\$36,403,618
2005	\$221,733,641	\$23,065,107	\$161,419,008	\$14,315,232	\$29,533,300
2006	\$219,805,351	\$22,640,097	\$166,117,768	\$13,671,956	\$33,854,787
2007	\$225,710,697	\$23,318,607	\$173,617,796	\$12,999,886	\$39,463,515
2008	\$230,209,759	\$22,873,394	\$179,411,023	\$12,223,258	\$40,425,649
2009	\$247,477,437	\$24,141,325	\$188,070,813	\$12,451,017	\$26,625,564
2010	\$285,155,042	\$24,683,534	\$151,181,674	\$35,474,537	\$31,767,330
2011	\$308,633,060	\$25,406,419	\$158,754,232	\$14,478,452	\$31,507,835

SOURCE: 1980 through 2010 data taken from the 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011 (source: AS-15E's, Fund 1); Annual Report Fiscal Year 2011 (AS-15E), Unrestricted General Fund, Fund 1. See Table 16.

NOTE: Amounts are adjusted for inflation to 2011 levels using December rates from the Consumer Price Index-Urban. Revenues for unrestricted funds only.

Table 5 - General Operating Fund Revenues by Source as a Percentage of Total Revenues

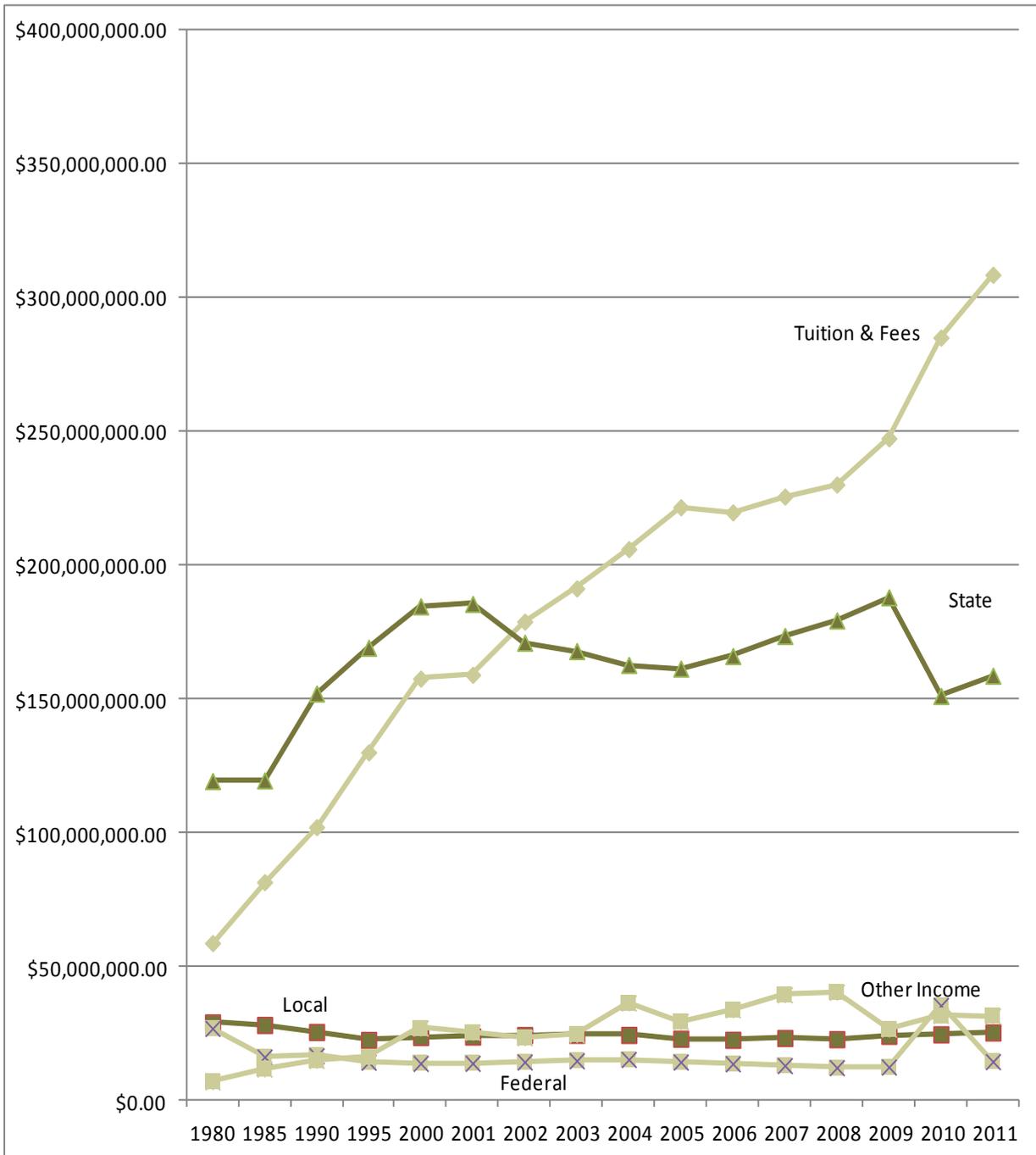
Fiscal Year	Tuition & Fees	Local	State	Federal	Other Income
1980	24.39%	12.08%	49.51%	11.15%	2.87%
1985	31.71%	10.96%	46.49%	6.30%	4.55%
1990	32.80%	8.21%	48.84%	5.36%	4.79%
1995	36.92%	6.41%	48.02%	4.04%	4.61%
2000	38.74%	5.83%	45.39%	3.40%	6.64%
2001	39.00%	5.85%	45.50%	3.40%	6.25%
2002	43.42%	5.92%	41.51%	3.48%	5.67%
2003	45.22%	5.79%	39.69%	3.50%	5.80%
2004	46.31%	5.50%	36.58%	3.43%	8.18%
2005	49.27%	5.12%	35.87%	3.18%	6.56%
2006	48.19%	4.96%	36.42%	3.00%	7.42%
2007	47.51%	4.91%	36.54%	2.74%	8.31%
2008	47.45%	4.71%	36.98%	2.52%	8.33%
2009	49.62%	4.84%	37.71%	2.50%	5.34%
2010	53.98%	4.67%	28.62%	6.72%	6.01%
2011	57.28%	4.72%	29.47%	2.69%	5.85%

SOURCE: 1980 through 2010 data taken from the 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011 (Source: AS-15E's, Fund 1); Annual Report Fiscal Year 2011 (AS-15E), Unrestricted General Fund, Fund 1. See Table 16.

NOTE: Amounts are adjusted for inflation to 2011 levels using December rates from the Consumer Price Index-Urban. Revenues for unrestricted funds only.

Tuition as a Revenue Source

Figure 5 - Adjusted General Operating Fund Revenues by Source: 1980-2011



SOURCE: 1980 through 2010 data taken from the 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Annual Report Fiscal Year 2011 (AS-15E), Unrestricted General Fund, Fund 1.
 NOTE: Amounts are adjusted for inflation to 2011 levels using December from the Consumer Price Index-Urban. Revenues for unrestricted funds only.

National Comparison of Tuition and Fees

The following information uses data from *The Chronicle of Higher Education, Almanac Issue 2011-2012*. This report provides data through 2010, which is the most recent national higher education tuition data available. The information will differ from the previous section as the *Chronicle* data is based on information supplied to the U.S. Department of Education and includes student fees. Iowa Department of Education tables are based on information provided and verified by Iowa's community colleges to the Iowa Department of Education.

Iowa's community colleges increased 55 percent while the national average increased 39 percent (see Table 6). Tuition and fees are still 56 percent above the national average. Iowa has the third highest tuition and fees level of its contiguous states (see Table 7). Minnesota and South Dakota continue to have the highest average tuition rates in this region. Iowa has the second smallest percentage change in tuition and fees from 2003-2010.

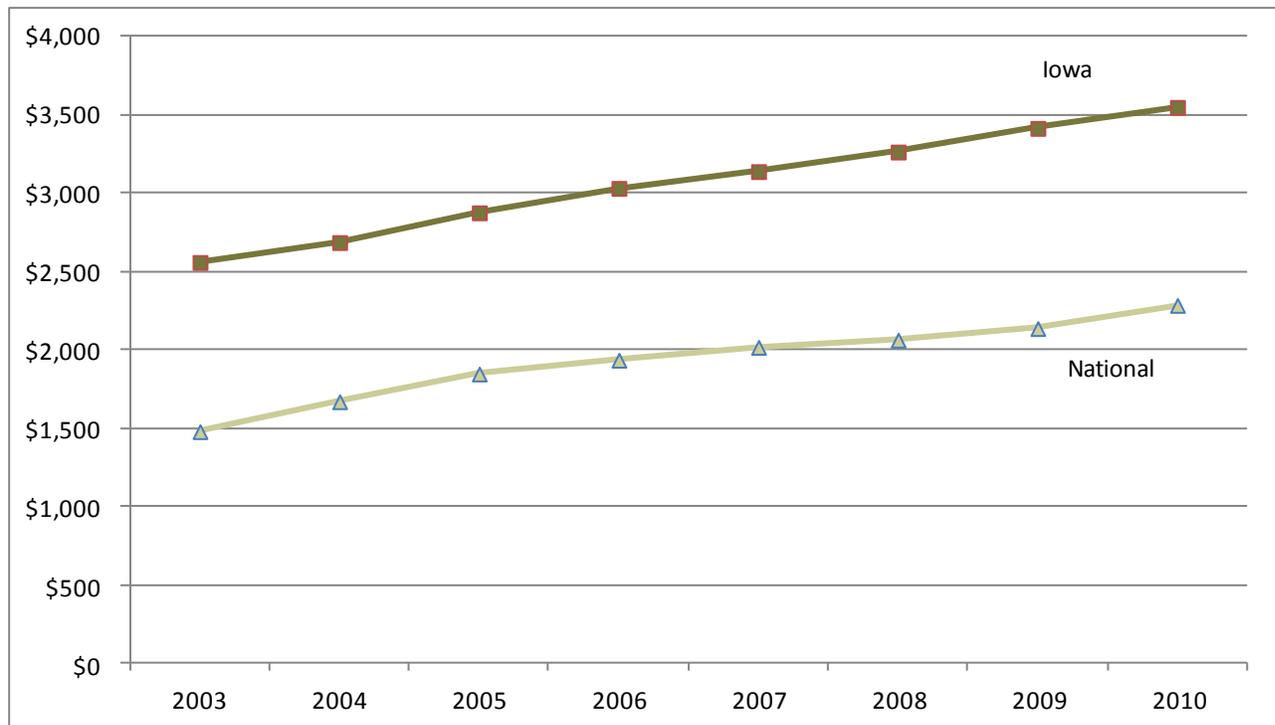
From fiscal year 2003 to fiscal year 2010, average tuition at

Table 6 - National and State Average Community College Tuition and Fees

	Fiscal Year								Change	Change
	2003	2004	2005	2006	2007	2008	2009	2010	2003-2010	2003-2010
National	\$1,479	\$1,670	\$1,847	\$1,935	\$2,017	\$2,063	\$2,137	\$2,285	\$806	55%
Iowa	\$2,559	\$2,686	\$2,876	\$3,032	\$3,139	\$3,264	\$3,415	\$3,549	\$990	39%

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011. *The Chronicle of Higher of Education Almanac Issue 2011-2012*.

Figure 6 - National and State Average Community College Tuition and Fees



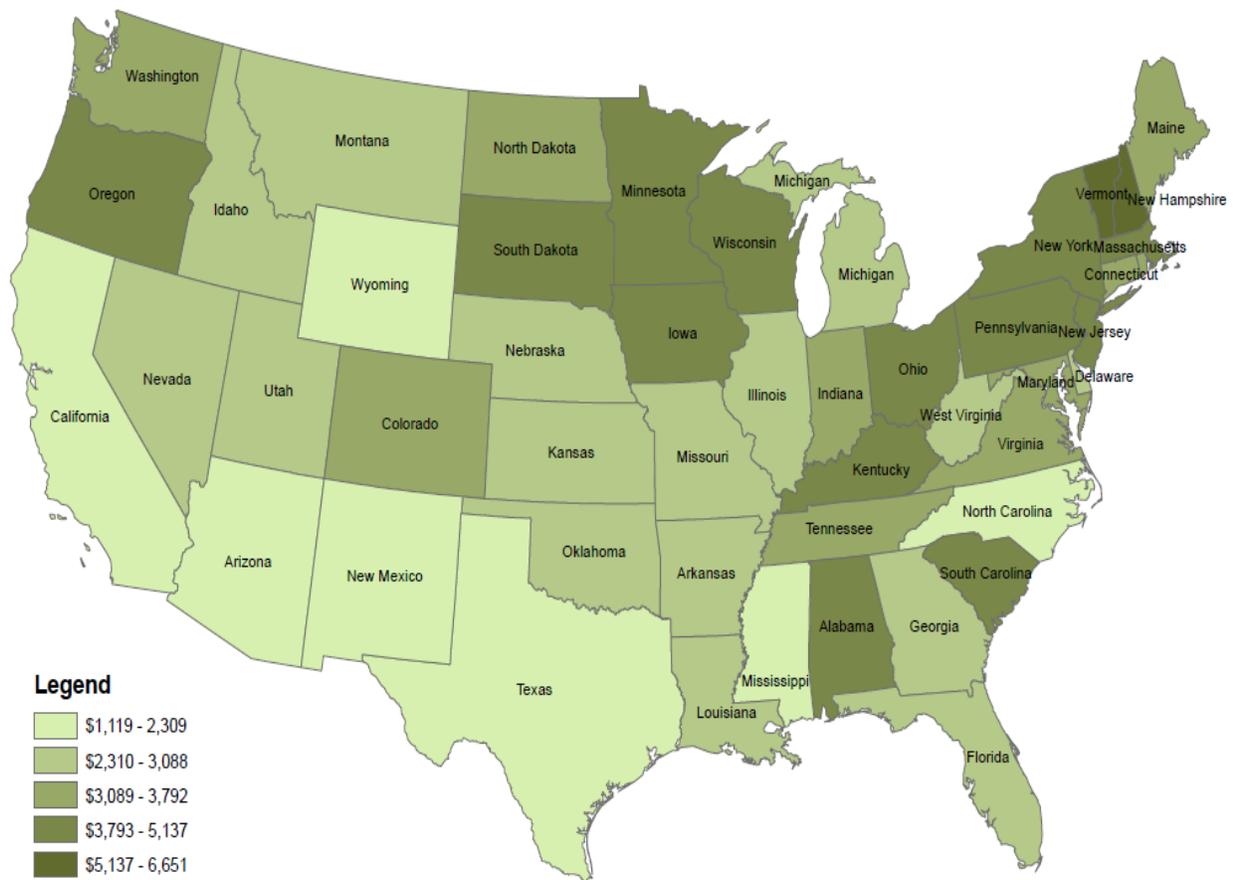
SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011. *The Chronicle of Higher of Education Almanac Issue 2011-2012*.

Regional Comparison of Tuition and Fees

Table 7 - Comparison of Average Tuition and Fees with Surrounding States

	Fiscal Year									Change 2003-2010	Change 2003-2010
	2003	2004	2005	2006	2007	2008	2009	2010			
Minnesota	\$2,880	\$2,812	\$3,839	\$4,085	\$4,359	\$4,535	\$4,614	\$4,791	\$2,045	74%	
South Dakota	\$3,167	\$3,414	\$2,840	\$3,154	\$3,495	\$3,730	\$3,931	\$4,357	\$1,393	47%	
Iowa	\$2,559	\$2,686	\$2,876	\$3,032	\$3,139	\$3,264	\$3,415	\$3,549	\$1,187	50%	
Wisconsin	\$2,555	\$2,583	\$2,796	\$2,965	\$3,163	\$3,694	\$3,536	\$3,543	\$1,233	53%	
Missouri	\$1,792	\$1,940	\$2,128	\$2,247	\$2,284	\$2,385	\$2,456	\$2,406	\$908	61%	
Illinois	\$1,662	\$1,792	\$1,952	\$2,104	\$2,252	\$2,377	\$2,519	\$2,670	\$1,101	70%	
Kansas	\$1,640	\$1,783	\$1,882	\$1,938	\$1,942	\$2,029	\$2,091	\$2,212	\$771	54%	
Nebraska	\$1,567	\$1,678	\$1,772	\$1,899	\$1,991	\$2,128	\$2,220	\$2,248	\$750	50%	

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011. *The Chronicle of Higher Education Almanac Issue 2011-2012.*



SOURCE: *The Chronicle of Higher Education* web site (*Chronicle.com*), information for 2011-2012.

Tuition Comparison with Iowa's Public Universities

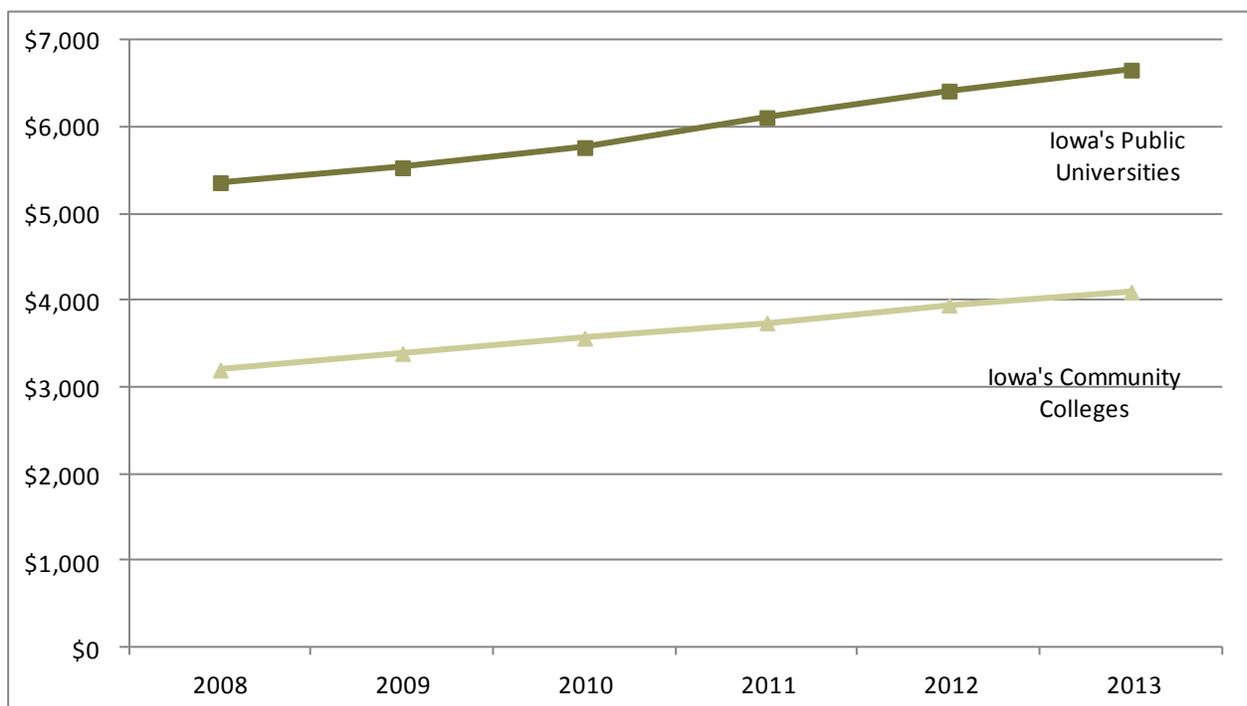
Tables 8, 9, and 10 provide a comparison of Iowa's community colleges average annual full-time resident tuition rate to the average tuition rate of Iowa's public universities. By law, community college tuition cannot exceed the minimum tuition at the public universities. In 2013, community college tuition will be 38 percent lower than the public university average tuition. Iowa's public universities increased tuition 3.76 percent in fiscal year 2013 compared to the 3.77 percent gain for Iowa community colleges.

Table 8 - Annual Full-Time Tuition Rates Comparison

	Fiscal Year						Change 2008-2013	Change 2008-2013
	2008	2009	2010	2011	2012	2013		
Iowa's Community Colleges	\$ 3,199	\$ 3,390	\$ 3,566	\$ 3,743	\$ 3,948	\$ 4,097	\$ 898	28%
Iowa's Public Universities	\$ 5,360	\$ 5,532	\$ 5,765	\$ 6,111	\$ 6,417	\$ 6,658	\$ 1,298	24%

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.

Figure 8 - Annual Full-Time Tuition Comparison



SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.

NOTE: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa's community colleges; full-time for Iowa's public universities.

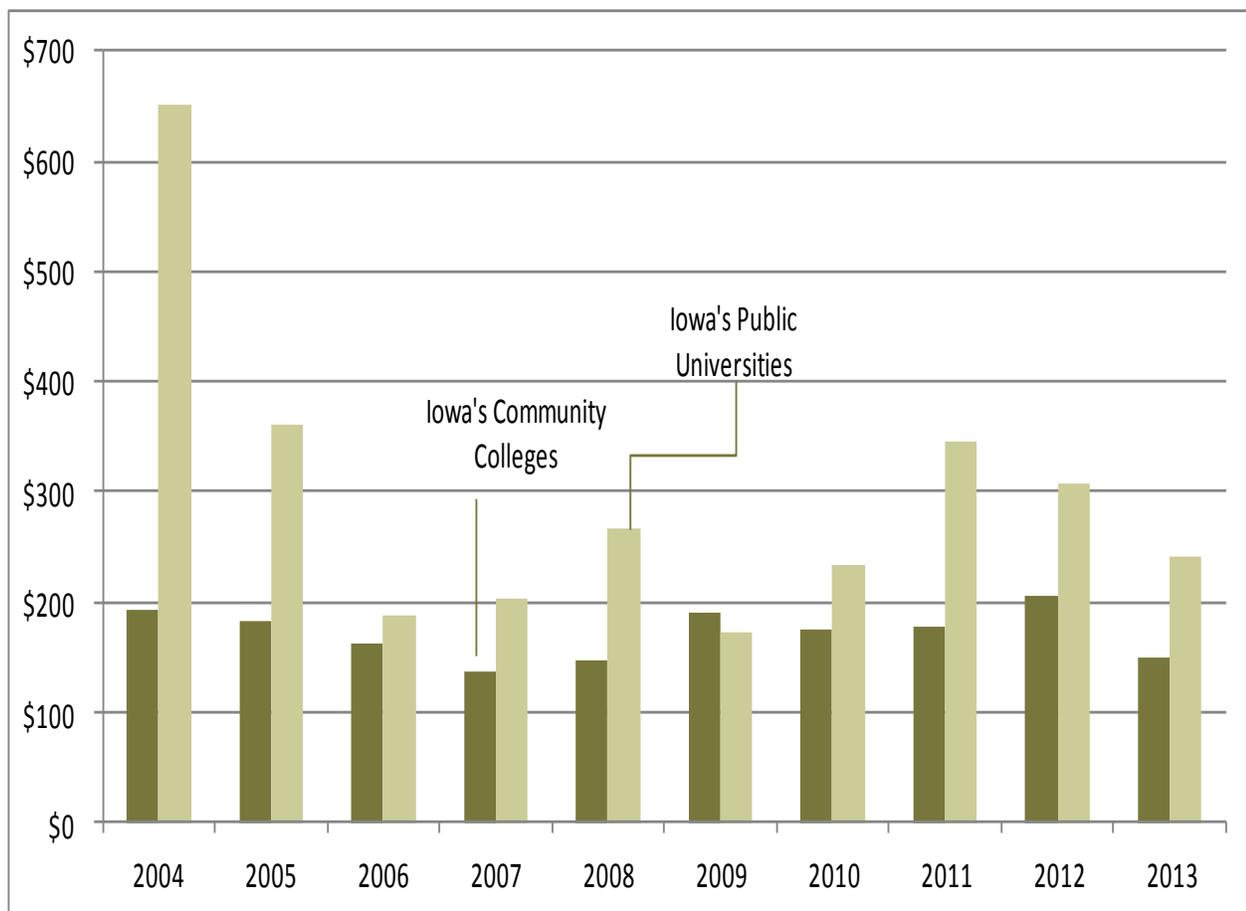
Tuition Comparison with Iowa’s Public Universities *(continued)*

Table 9 - Annual Full-Time Tuition Increase for Iowa’s Public Universities and Iowa’s Community Colleges

Fiscal Year	2008	2009	2010	2011	2012	2013
Iowa’s Community Colleges	\$146	\$191	\$176	\$177	\$205	\$149
Iowa’s Public Universities	\$ 266	\$172	\$ 233	\$ 346	\$306	\$241

SOURCE: 2011-2012 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents’ website.

Figure 9 - Annual Average Full-Time Tuition Increase



SOURCE: 2011-2012 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents’ website.
 NOTE: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa’s community colleges; full-time for Iowa’s public universities.

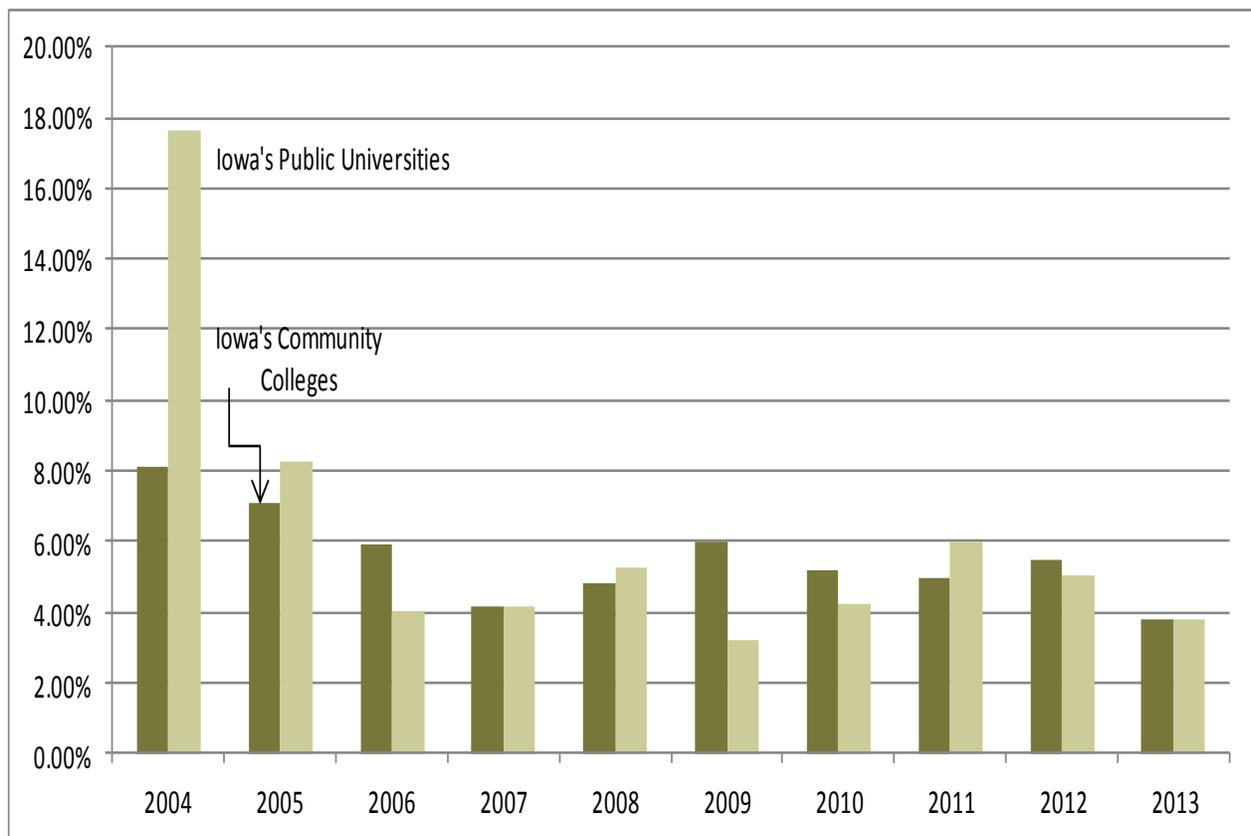
Tuition Comparison with Iowa's Public Universities (*continued*)

Table 10 - Annual Average Percentage Increase in Full-Time Tuition

	2008	2009	2010	2011	2012	2013
Iowa's Community Colleges	4.78%	5.97%	5.86%	4.96%	5.49%	3.77%
Iowa's Public Universities	5.22%	3.21%	4.21%	6.00%	5.00%	3.76%

SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; public university information obtained from the Iowa Board of Regents' website.

Figure 10 - Annual Average Percentage Increase in Full-Time Tuition



SOURCE: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.
NOTE: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa's community colleges; full-time for Iowa's public universities.

Appendix

Table 11 - Resident Tuition and Fees Based on 12 Credit Hours per Term: 2011-2013

Community College	2011-2012			2012-2013			Increases			Percent Increase
	Tuition	Fees	Total	Tuition	Fees	Total	Tuition	Fees	Total	
Northeast Iowa	\$3,480.00	\$312.00	\$3,792.00	\$3,600.00	\$312.00	\$3,912.00	\$120.00	\$0.00	\$120.00	3.16%
North Iowa Area	\$2,932.80	\$591.12	\$3,523.92	\$3,006.00	\$598.32	\$3,604.32	\$73.20	\$7.20	\$80.40	2.28%
Iowa Lakes	\$3,336.00	\$422.00	\$3,758.00	\$3,504.00	\$422.00	\$3,926.00	\$168.00	\$0.00	\$168.00	4.47%
Northwest Iowa	\$3,168.00	\$672.00	\$3,840.00	\$3,312.00	\$672.00	\$3,984.00	\$144.00	\$0.00	\$144.00	3.75%
Iowa Central	\$3,024.00	\$336.00	\$3,360.00	\$3,168.00	\$336.00	\$3,504.00	\$144.00	\$0.00	\$144.00	4.29%
Iowa Valley	\$3,336.00	\$624.00	\$3,960.00	\$3,456.00	\$624.00	\$4,080.00	\$120.00	\$0.00	\$120.00	3.03%
Hawkeye	\$3,192.00	\$144.00	\$3,336.00	\$3,288.00	\$144.00	\$3,432.00	\$96.00	\$0.00	\$96.00	2.88%
Eastern Iowa	\$3,072.00	\$0.00	\$3,072.00	\$3,148.80	\$0.00	\$3,148.80	\$76.80	\$0.00	\$76.80	2.50%
Kirkwood	\$3,072.00	\$0.00	\$3,072.00	\$3,192.00	\$0.00	\$3,192.00	\$120.00	\$0.00	\$120.00	3.91%
Des Moines Area	\$3,144.00	\$0.00	\$3,144.00	\$3,192.00	\$0.00	\$3,192.00	\$48.00	\$0.00	\$48.00	1.53%
Western Iowa Tech	\$2,976.00	\$372.00	\$3,348.00	\$3,072.00	\$372.00	\$3,444.00	\$96.00	\$0.00	\$96.00	2.87%
Iowa Western	\$3,024.00	\$312.00	\$3,336.00	\$3,096.00	\$312.00	\$3,408.00	\$72.00	\$0.00	\$72.00	2.16%
Southwestern	\$3,096.00	\$288.00	\$3,384.00	\$3,264.00	\$288.00	\$3,552.00	\$168.00	\$0.00	\$168.00	4.96%
Indian Hills	\$3,288.00	\$0.00	\$3,288.00	\$3,456.00	\$0.00	\$3,456.00	\$168.00	\$0.00	\$168.00	5.11%
Southeastern	\$3,240.00	\$0.00	\$3,240.00	\$3,408.00	\$0.00	\$3,408.00	\$168.00	\$0.00	\$168.00	5.19%
State Average	\$3,158.72	\$271.54	\$3,430.26	\$3,277.52	\$272.02	\$3,549.54	\$118.80	\$0.48	\$119.28	3.47%
Std. Dev. (C.C.)	\$148.44	\$232.68	\$273.53	\$169.23	\$233.34	\$287.33	\$39.19	\$1.80	\$38.67	3.49%
Iowa Public Universities	\$6,417.00	\$1,116.20	\$7,140.57	\$6,658.00	\$1,147.87	\$7,805.87	\$241.00	\$31.67	\$665.30	3.57%

Source: 2011-2012 Academic Year. Iowa Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa Community Colleges and compiled by the Iowa Department of Education. Iowa Board of Regents, Tuition Rates. Note: Indians Hills shown for three 12-week terms. 8 credits per term equals 12 per semester. Only fees charged for all students are included. Other fees for lab or specific programs are not included.

Table 12 - Resident Tuition and Fees Based on 15 Credit Hours Per Term: 2011-2013

Community College	2011-2012			2012-2013			Increases			Percent Increase
	Tuition	Fees	Total	Tuition	Fees	Total	Tuition	Fees	Total	
Northeast Iowa	\$4,350.00	\$390.00	\$4,740.00	\$4,500.00	\$390.00	\$4,890.00	\$150.00	\$0.00	\$150.00	3.16%
North Iowa Area	\$3,666.00	\$738.90	\$4,404.90	\$3,757.50	\$747.90	\$4,505.40	\$91.50	\$9.00	\$100.50	2.28%
Iowa Lakes	\$4,170.00	\$522.50	\$4,692.50	\$4,380.00	\$522.50	\$4,902.50	\$210.00	\$0.00	\$210.00	4.48%
Northwest Iowa	\$3,960.00	\$840.00	\$4,800.00	\$4,140.00	\$840.00	\$4,980.00	\$180.00	\$0.00	\$180.00	3.75%
Iowa Central	\$3,780.00	\$420.00	\$4,200.00	\$3,960.00	\$420.00	\$4,380.00	\$180.00	\$0.00	\$180.00	4.29%
Iowa Valley	\$4,170.00	\$780.00	\$4,950.00	\$4,320.00	\$780.00	\$5,100.00	\$150.00	\$0.00	\$150.00	3.03%
Hawkeye	\$3,990.00	\$180.00	\$4,170.00	\$4,110.00	\$180.00	\$4,290.00	\$120.00	\$0.00	\$120.00	2.88%
Eastern Iowa	\$3,840.00	\$0.00	\$3,840.00	\$3,936.00	\$0.00	\$3,936.00	\$96.00	\$0.00	\$96.00	2.50%
Kirkwood	\$3,840.00	\$0.00	\$3,840.00	\$3,990.00	\$0.00	\$3,990.00	\$150.00	\$0.00	\$150.00	3.91%
Des Moines Area	\$3,930.00	\$0.00	\$3,930.00	\$3,990.00	\$0.00	\$3,990.00	\$60.00	\$0.00	\$60.00	1.53%
Western Iowa Tech	\$3,720.00	\$465.00	\$4,185.00	\$3,840.00	\$465.00	\$4,305.00	\$120.00	\$0.00	\$120.00	2.87%
Iowa Western	\$3,780.00	\$390.00	\$4,170.00	\$3,870.00	\$390.00	\$4,260.00	\$90.00	\$0.00	\$90.00	2.16%
Southwestern	\$3,870.00	\$360.00	\$4,230.00	\$4,080.00	\$360.00	\$4,440.00	\$210.00	\$0.00	\$210.00	4.96%
Indian Hills	\$4,110.00	\$0.00	\$4,110.00	\$4,320.00	\$0.00	\$4,320.00	\$210.00	\$0.00	\$210.00	5.11%
Southeastern	\$4,050.00	\$0.00	\$4,050.00	\$4,260.00	\$0.00	\$4,260.00	\$210.00	\$0.00	\$210.00	5.19%
State Average	\$3,948.40	\$339.09	\$4,287.49	\$4,096.90	\$339.69	\$4,436.59	\$148.50	\$0.60	\$149.10	3.47%
Std. Dev. (C.C.)	\$185.55	\$290.64	\$341.51	\$211.54	\$291.47	\$358.72	\$48.99	\$2.24	\$48.34	3.49%
Iowa Public Universities	\$6,417.00	\$1,116.20	\$7,140.57	\$6,658.00	\$1,147.87	\$7,805.87	\$241.00	\$31.67	\$665.30	3.58%

Source: 2011-2012 Academic Year, Iowa Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa Community Colleges and compiled by the Iowa Department of Education, Iowa Board of Regents, Tuition Rates. Note: Indians Hills shown for three 12-week terms. 8 credits per term equals 12 per semester. Only fees charged for all students are included. Other fees for lab or specific programs are not included.

Table 13 - Resident Tuition and Fees Per Credit Hour: 2011-2013 Academic Years

Community College	Tuition per Semester Hour			Tuition and Fees per Hour		
	2011-2012	2012-2013	Increase	2011-2012	2012-2013	Increase
Northeast Iowa	\$145.00	\$150.00	\$5.00	\$158.00	\$163.00	\$5.00
North Iowa Area	\$122.20	\$125.25	\$3.05	\$146.83	\$150.18	\$3.35
Iowa Lakes	\$139.00	\$146.00	\$7.00	\$156.42	\$163.58	\$7.17
Northwest Iowa	\$132.00	\$138.00	\$6.00	\$160.00	\$166.00	\$6.00
Iowa Central	\$126.00	\$132.00	\$6.00	\$140.00	\$146.00	\$6.00
Iowa Valley	\$139.00	\$144.00	\$5.00	\$165.00	\$170.00	\$5.00
Hawkeye	\$133.00	\$137.00	\$4.00	\$139.00	\$143.00	\$4.00
Eastern Iowa	\$128.00	\$131.20	\$3.20	\$128.00	\$131.20	\$3.20
Kirkwood	\$128.00	\$133.00	\$5.00	\$128.00	\$133.00	\$5.00
Des Moines Area	\$131.00	\$133.00	\$2.00	\$131.00	\$133.00	\$2.00
Western Iowa Tech	\$124.00	\$128.00	\$4.00	\$139.50	\$143.50	\$4.00
Iowa Western	\$126.00	\$129.00	\$3.00	\$139.00	\$142.00	\$3.00
Southwestern	\$129.00	\$136.00	\$7.00	\$141.00	\$148.00	\$7.00
Indian Hills	\$137.00	\$144.00	\$7.00	\$137.00	\$144.00	\$7.00
Southeastern	\$135.00	\$142.00	\$7.00	\$135.00	\$142.00	\$7.00
State Average	\$131.61	\$136.56	\$4.95	\$142.92	\$147.90	\$4.98
Standard Deviation	\$6.18	\$7.05	\$1.63	\$11.38	\$11.97	\$1.63

Source: 2011-2012 Academic Year, Iowa Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa community colleges and compiled by the Iowa Department of Education. Note: Indian Hills shown for three 12-week terms. 8 credits per term equals 12 per semester.

Table 14 - Non-Resident Tuition Per Credit Hour: 2011-2013 Academic Years

Community College	Tuition per Semester Hour			Annual with 24 Hours	Annual with 30 Hours	Percent Increase
	2011-2012	2012-2013	Increase			
Northeast Iowa	\$145.00	\$150.00	\$5.00	\$3,600.00	\$4,500.00	3.45%
North Iowa Area	\$183.30	\$187.90	\$4.60	\$4,509.60	\$5,637.00	2.51%
Iowa Lakes	\$141.00	\$148.00	\$7.00	\$3,552.00	\$4,440.00	4.96%
Northwest Iowa	\$154.00	\$154.00	\$0.00	\$3,696.00	\$4,620.00	0.00%
Iowa Central	\$189.00	\$198.00	\$9.00	\$4,752.00	\$5,940.00	4.76%
Iowa Valley *	\$160.00	\$165.00	\$5.00	\$3,960.00	\$4,950.00	3.13%
Hawkeye	\$158.00	\$162.00	\$4.00	\$3,888.00	\$4,860.00	2.53%
Eastern Iowa	\$192.00	\$196.80	\$4.80	\$4,723.20	\$5,904.00	2.50%
Kirkwood	\$153.00	\$158.00	\$5.00	\$3,792.00	\$4,740.00	3.27%
Des Moines Area	\$262.00	\$266.00	\$4.00	\$6,384.00	\$7,980.00	1.53%
Western Iowa Tech	\$133.00	\$133.00	\$0.00	\$3,192.00	\$3,990.00	0.00%
Iowa Western	\$131.00	\$134.00	\$3.00	\$3,216.00	\$4,020.00	2.29%
Southwestern	\$142.50	\$142.50	\$0.00	\$3,420.00	\$4,275.00	0.00%
Indian Hills	\$206.00	\$216.00	\$10.00	\$5,184.00	\$6,480.00	4.85%
Southeastern	\$140.00	\$147.00	\$7.00	\$3,528.00	\$4,410.00	5.00%
State Average	\$165.99	\$170.55	\$4.56	\$4,093.12	\$5,116.40	2.72%
Standard Deviation	\$34.00	\$35.09	\$2.91	\$842.25	\$1,052.81	1.71%

Source: 2011-2012 Academic Year, Iowa Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa community colleges and compiled by the Iowa Department of Education. Note: Indian Hills shown for three 12-week terms. 8 credits per term equals 12 per semester. * Iowa Valley number represents the average of the Ellsworth CC (\$176) and the Marshalltown CC (\$154) rates.

Table 15 - Recurring Fees for Full-Time Students: 2012-2013 Academic Year

Community College	Amount	Term	Purpose	Annual - 12 Credits per Term	Annual - 15 Credits per Term
Northeast Iowa	\$13.00	Sem Hr.	General	\$312.00	\$390.00
North Iowa Area	\$3.18	Sem Hr.	Student Activity	\$76.32	\$95.40
	\$11.75	Sem Hr.	Materials/Lab/Supply	\$282.00	\$352.50
	\$10.00	Sem Hr.	Technology	\$240.00	\$300.00
			\$598.32	\$747.90	
Iowa Lakes	\$0.75	Sem Hr.	Processing	\$18.00	\$22.50
	\$0.25	Sem Hr.	Noel Levitz LSA Fee	\$6.00	\$7.50
	\$2.25	Sem Hr.	Activity	\$54.00	\$67.50
	\$5.50	Sem Hr.	General	\$132.00	\$165.00
	\$8.00	Sem Hr.	Technology	\$192.00	\$240.00
	\$10.00	Semester	Activity (students registered for 12 or more hours)	\$20.00	\$20.00
			\$422.00	\$522.50	
Northwest Iowa	\$10.00	Sem Hr.	Student Fee	\$240.00	\$300.00
	\$10.00	Sem Hr.	Course Fee	\$240.00	\$300.00
	\$8.00	Sem Hr.	Technology Fee	\$192.00	\$240.00
			\$672.00	\$840.00	
Iowa Central	\$14.00	Sem Hr.	Student Fee	\$336.00	\$420.00
Iowa Valley	\$17.00	Sem Hr.	Materials & Technology Fee	\$408.00	\$510.00
	\$2.00	Sem Hr.	Facility Fee	\$48.00	\$60.00
	\$7.00	Sem Hr.	Student/Distance Learning/Facility Fee	\$168.00	\$210.00
			\$624.00	\$780.00	
Hawkeye	\$4.00	Sem Hr.	Computer user	\$96.00	\$120.00
	\$2.00	Sem Hr.	Activity	\$48.00	\$60.00
			\$144.00	\$180.00	
Eastern Iowa	None				
Kirkwood	None				
Des Moines Area	None				
Western Iowa Tech	\$9.00	Credit Hr.	Technology	\$216.00	\$270.00
	\$6.50	Credit Hr.	Matriculation	\$156.00	\$195.00
			\$372.00	\$465.00	
Iowa Western	\$13.00	Sem Hr.	Student Activity Fee	\$312.00	\$390.00
Southwestern	\$12.00	Sem Hr.	Service/Technology	\$288.00	\$360.00
Indian Hills	None				
Southeastern	None				

Source: 2011-2012 Academic Year, Iowa Community Colleges, Tuition and Fees Report, Issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa community colleges and compiled by the Iowa Department of Education.

Note: This is not an all inclusive listing of fees charged by the individual community colleges. The fees listed above include all fees charged to each student. Other fees such as lab fees or special class fees may be charged by the individual community college.

Table 16 - Adjusted Source of Revenues, Constant 2011 Dollars: 1980-2011

Fiscal Year	Tuition & Fees	Local	State	Federal	Other Income	Total Revenue
1980	\$ 20,770,856	\$10,292,235	\$ 42,168,500	\$ 9,499,673	\$ 2,442,607	\$ 85,173,871
1981	\$ 25,378,916	\$10,996,524	\$ 45,926,991	\$11,186,726	\$ 2,530,891	\$ 96,020,048
1982	\$ 29,551,450	\$11,894,036	\$ 48,828,338	\$10,660,780	\$ 2,783,449	\$103,718,053
1983	\$ 32,964,482	\$12,555,326	\$ 54,943,365	\$ 7,920,067	\$ 4,069,473	\$112,452,713
1984	\$ 35,635,911	\$13,251,604	\$ 54,905,514	\$ 9,020,315	\$ 6,106,408	\$118,919,752
1985	\$ 39,081,844	\$13,509,424	\$ 57,304,653	\$ 7,763,792	\$ 5,606,917	\$123,266,630
1986	\$ 41,874,013	\$14,341,590	\$ 57,318,691	\$ 7,238,891	\$ 6,682,867	\$127,456,052
1987	\$ 44,234,418	\$15,238,260	\$ 59,364,009	\$ 7,842,465	\$ 7,743,795	\$134,422,947
1988	\$ 46,320,889	\$15,494,622	\$ 74,298,897	\$ 8,731,043	\$ 6,879,925	\$151,725,376
1989	\$ 52,939,398	\$14,842,017	\$ 81,145,557	\$ 8,444,365	\$ 8,574,540	\$165,945,877
1990	\$ 59,083,307	\$14,795,294	\$ 87,986,508	\$ 9,647,666	\$ 8,630,027	\$180,142,802
1991	\$ 64,611,612	\$14,628,725	\$ 99,007,776	\$10,013,803	\$ 7,374,254	\$195,636,170
1992	\$ 71,468,172	\$15,363,740	\$103,957,683	\$10,128,910	\$ 7,267,997	\$208,186,502
1993	\$ 80,328,838	\$14,809,399	\$105,999,720	\$ 9,619,520	\$ 7,856,403	\$218,613,880
1994	\$ 84,320,603	\$14,983,318	\$111,520,721	\$ 9,052,982	\$ 9,090,428	\$228,968,052
1995	\$ 88,787,614	\$15,411,635	\$115,470,717	\$ 9,724,727	\$11,074,989	\$240,469,682
1996	\$ 94,510,410	\$16,295,106	\$120,871,270	\$ 9,390,517	\$11,161,382	\$252,228,685
1997	\$101,810,818	\$16,021,489	\$126,006,271	\$ 8,695,009	\$12,851,532	\$265,385,119
1998	\$110,149,417	\$16,613,665	\$130,852,051	\$ 8,988,029	\$15,244,492	\$281,847,654
1999	\$115,529,785	\$17,468,287	\$135,366,156	\$ 9,504,535	\$18,594,675	\$296,463,438
2000	\$120,842,833	\$18,185,022	\$141,577,403	\$10,599,091	\$20,713,200	\$311,917,549
2001	\$126,492,784	\$18,974,313	\$147,577,403	\$11,019,583	\$20,255,115	\$324,319,198
2002	\$143,925,326	\$19,633,548	\$137,585,680	\$11,533,176	\$18,811,715	\$331,489,445
2003	\$157,901,666	\$20,212,798	\$138,585,680	\$12,217,820	\$20,250,870	\$349,168,834
2004	\$173,303,945	\$20,572,952	\$136,890,098	\$12,849,913	\$30,614,196	\$374,231,104
2005	\$192,008,125	\$19,973,009	\$139,779,246	\$12,396,138	\$25,574,079	\$389,730,597
2006	\$197,923,928	\$20,386,296	\$149,580,895	\$12,310,925	\$30,484,574	\$410,686,618
2007	\$207,459,968	\$21,433,089	\$159,579,244	\$11,948,729	\$36,272,537	\$436,693,567
2008	\$220,652,139	\$21,923,759	\$171,962,414	\$11,715,785	\$38,747,297	\$465,001,394
2009	\$237,273,711	\$23,145,956	\$180,316,478	\$11,937,650	\$25,527,767	\$487,156,624
2010	\$280,576,464	\$24,287,204	\$148,754,233	\$34,904,942	\$31,257,259	\$519,780,102
2011	\$308,633,060	\$25,406,419	\$158,754,232	\$14,478,452	\$31,507,835	\$538,779,998

Source: Data from 1980 through 2010 taken from the Iowa Community Colleges, Tuition and Fees Report issued September 2011 (AS-15E's, Fund I); Annual Report, Fiscal year 2011 (AS-15E). Table is adjusted for inflation using December values of the CPI-U.



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