



BoEE Newsletter – November 2021



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Renewal Credit Options

- You may apply to renew your license **one year in advance** of the expiration date without losing any time on your new license.
- Teachers and administrators may use one completed Individualized Professional Development Plan for **up to 1/2 of the required renewal credits** per renewal cycle.
- You may obtain a certificate from an Iowa college showing renewal credits earned for serving as a cooperating teacher for practicum students and student teachers for up to **two credits** per renewal cycle.
- You may earn up to one credit for each business microexternship completed. [Click here to view the micro-externship renewal credit form.](#)
- You will use our [new online system](#) to apply for a new license or to renew your license, and we even accept clear pictures of transcripts taken from a smartphone.
- View all standard/master [renewal credit options here.](#)

Substitute Teachers

License types approved for full substitute teaching (up to 90 days in one assignment):

- Initial, standard, master educator, permanent professional, or exchange licenses
- Professional administrator license
- Professional service license
- Full career and technical authorization
- Substitute license

Substitute Authorizations (limited to no more than 10 consecutive days in a 30 day period in one assignment)

- The degree requirement to obtain a substitute authorization has been changed from a bachelor's degree to an associate's degree or 60 semester hours through a college or university accredited through an [institutional accrediting agency](#) approved by the U.S. Department of Education. The substitute authorization course is still required.
- The age requirement of 21 years of age for a substitute authorization is in effect.
- Paraeducators who hold a paraeducator certificate with the limited substitute authorization may serve as a substitute in any classroom except driver's education as per the most recent proclamation (9/17/2021).

Hiring December Graduates

School districts may have openings or substitute positions available now or next semester.

- December graduates may teach or substitute teach once their Iowa initial license has been issued. Each college has a different timeline for sending recommendations for licensure ranging from mid-December to mid-January.
- If you are offering a new graduate a position, and they have all requirements met except for the required assessments, they may apply for a temporary initial license. The district may need to show that there was a diligent search.
- New graduates may substitute teach right away if they hold a substitute authorization.

Helpful Hints for School Administrators

[Bookmark this link](#) for important information about Iowa license types, BEDS information, ethics presentations, and other important information for school administrators and HR directors. Guidance about [work experience coordinators](#) can also be found on this document.

Happy Holidays: Legal Considerations



Public school officials need to be especially conscious at this time of year that not all holidays are celebrated by all students and families. The [Iowa Department of Education](#) has created a quick (not meant to be exhaustive) checklist of what public school officials are prohibited from doing and what they are permitted to do.

Ethics: Inappropriate Relationships

What would you do?

Scenario 1: *One of your colleagues has a very close relationship with a high school student.*

- *The teacher invites the student to his class during study hall to get assistance – they shut the door. This isn't the first time. Sometimes the student skips another class. You observe him kissing the student on the top of her head and putting his hands on her shoulder. Consider the risk?*

This collective behavior is cautionary behavior. You should never have a student alone in a room with the door closed. A teacher should never allow a student to skip another class to get help, if that's in fact what is happening. Kissing a student on the head is inappropriate behavior for any teacher and touching a student on the shoulder may seem innocent, but it is an invasion of their personal space. In some cases, this may be grooming behavior. Even if the teacher is not being sexual with the student at this point, the teacher is being inappropriate. This could be a violation of 25.3(1)(e)(4). At a minimum the collective behavior puts this teacher's motives in question. You may need to consider your obligations as a mandatory reporter as well.

Violation of Standard: 25.3(1)(e)(4) Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student; **Mandatory Reporting;** 25.3(1)(e)(6) Failing to report a suspected act of child abuse as required by law.

- *The teacher is emailing the student during and after school hours about personal issues. You notice the teacher is texting with the student from his personal cell phone. You see the teacher and the student at the local pizza place Saturday night, alone. Consider the risk?*

If the last scenario didn't raise your suspicions, this one should. Teachers should only communicate with a student on school devices and during school hours or about school events. Getting too personal with a student about personal issues crosses the line between teacher and friend – remember you are the teacher. A teacher should never have a reason to take a student out alone, outside of school, for pizza – not even as a reward. For all practical purposes this looks like a date. This would be a violation of 25.3(1)(e)(4). At a minimum the collective behavior puts this teacher's motives in question. You may need to consider your obligations as a mandatory reporter as well.

Violation of Standard: 25.3(1)(e)(4) Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student; **Mandatory Reporting;** 25.3(1)(e)(6) Failing to report a suspected act of child abuse as required by law.

Scenario 2: *One of your colleagues is a little too nice to the boys in her 3rd grade class. The students appear to be uncomfortable around her.*

- *Your colleague always picks the boys in the class to help her during recess – she is usually alone with them. Your colleague gives candy and other small gifts to the boys in the class that help her. Consider the risk?*

This collective behavior is cautionary behavior. You should never have a student alone in a room with the door closed. It puts both the teacher and the student in an awkward position. Showing favoritism to specific students by singling them out, giving them candy, and extra attention is not appropriate. It is one thing to offer prizes to all students as a reward for their work but always singling out one student raises suspicions. In some cases, this may be grooming behavior. This could be a violation of 25.3(1)(e)(4). You may need to consider your obligations as a mandatory reporter as well.

Violation of Standard: 25.3(1)(e)(4) Soliciting, encouraging, or consummating a romantic or **otherwise inappropriate relationship** with a student; **Mandatory Reporting;** 25.3(1)(e)(6) Failing to report a suspected act of child abuse as required by law.

- *Your colleague hugs one boy in particular more than the other boys. He appears to be uncomfortable but doesn't say anything. You observe your colleague tickling him while the other students are out to recess. Consider the risk?*

If the last scenario didn't raise your suspicions, this one should. This is not the time to assume the best in your colleague. This behavior has clearly crossed boundary lines and is likely criminal. This could be a violation of 25.3(1)(e)(3). You may need to consider your obligations as a mandatory reporter as well.

Violation of Standard: 25.3(1)(e)(4) Soliciting, encouraging, or consummating a romantic or *otherwise inappropriate relationship* with a student; **Mandatory Reporting;** 25.3(1)(e)(6) Failing to report a suspected act of child abuse as required by law.

What could you do next time?

The BOEE is offering a free new training to districts on how to identify inappropriate behaviors in schools. This training is a resource for school boards, administrators, teachers, and other staff to give them the tools of what to look for and what to do if you suspect an adult is being inappropriate. A staff member may be a student's first line of defense.

If you have any questions about this legal dilemma or professional ethics you may contact Nicole Proesch at 515-242-6506 or Nicole.proesch@iowa.gov. However, if you need legal advice on a specific issue contact your district legal counsel.

Recent Cases

In case number [21-05](#), the respondent admitted to resigning his teaching position without obtaining a release from the district. He received a written reprimand.

In case number [21-02](#), a student reported that the respondent inappropriately touched her hair and also made inappropriate comments toward her. The respondent received a written reprimand, a suspension, and a board order to complete a course in maintaining professional boundaries.

In case number [21-03](#), the respondent was charged with falsifying or deliberately misrepresenting material information regarding the evaluation of students or personnel, after an investigation revealed that the respondent failed to accurately adhere and report a student's Individual Education Programs (IEP). The respondent received a written reprimand and a board order to complete a course in professional ethics.

In case numbers [21-10](#) & [21-11](#), an investigation revealed that the respondent made inappropriate comments to students in a manner which negatively impacted the learning environment and could have resulted in embarrassment for some students. The respondent received a written reprimand and a board order to complete a course in professional ethics.

In case number [21-19](#), the respondent admitted to an inappropriate relationship with a student, and agreed to surrender his license.

In case number [21-36](#), an investigation revealed that the respondent consumed an alcoholic beverage in a school parking lot while at his child's show choir event. He received a written reprimand.

In case number [21-20](#), the respondent received a written reprimand and a board order to complete a course in professional ethics for failing to conform to the minimum standards of acceptable and prevailing educational practice.

In case number [20-138](#), the respondent admitted to creating an IEP for a student without the parent's input and falsified documentation. The respondent received a written reprimand and a board order to complete a course in professional ethics.

In case number [19-124](#), the respondent was charged with falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official investigation or inquiry, and she received a written reprimand.

In case number [19-46](#), an investigation revealed that the respondent physically pushed a student. The respondent received a written reprimand, suspension of her license, a board order to complete a seclusion and restraint course, and a directive to abide by any criminal probation.

The respondents in the following cases agreed to voluntarily surrender their licenses with no possibility of reinstatement: [21-69](#) [21-21](#)

The proposed decision in case numbers [20-108](#) and [20-111](#) is a letter of reprimand.