



RSAI LEGISLATIVE DIGEST

YOUR SUMMARY OF ACTIVITIES IMPACTING IOWA SCHOOLS & RSAI PRIORITIES

(2024 Legislative Session)





RSAI LEADERSHIP

Visit the RSAI home page to find out more: www.rsaia.org

2023-24 RSAI Leadership Group

The RSAI Leadership Group is comprised of representatives from all four regions of Iowa, plus three at-large members.

- Paul Croghan, CAM/Nodaway Valley CSD, Superintendent (Chair, SW Region 3 Director), paul.croghan@rsaia.org
- Scott Williamson, Eddyville-Blakesburg-Fremont CSD, Superintendent (Vice-Chair, At-large Director), scott.williamson@rsaia.org
- Nick Trenkamp, Central/Eastern Allamakee CSD, Superintendent (Secretary/Treasurer July-Oct 2024, NE Region 2 Director), nick.trenkamp@rsaia.org
- Caleb Bonjour, Gladbrook-Reinbeck CSD, Superintendent (At-large Director July – Oct 2024), caleb.bonjour@rsaia.org
- Dan Peterson, Central DeWitt CSD, Superintendent (Secretary/Treasurer and At-large Director Oct 2023-June 2024), dan.peterson@rsaia.org
- Justin Daggett, Manson NW Webster CSD, Superintendent (NW Region 1 Director), justin.daggett@rsaia.org
- Brent Jorth, Central Lyon CSD, Superintendent (At-large Director), brent.jorth@rsaia.org
- Dan Maeder, Davis County CSD, Superintendent (SE Region 4 Director), dan.maeder@rsaia.org

2023-24 RSAI Legislative Committee

The RSAI Legislative Committee is comprised of the at-large Leadership Group members, plus at least one representative per AEA within the four RSAI regions, elected at the Regional Meetings.

- NE (Central Rivers AEA) - Jay Marley, Tripoli CSD, Superintendent
- NE (Keystone AEA) - Barb Schwamman, Osage CSD and Riceville CSD, Superintendent
- NW (Central Rivers AEA) - Ken Kasper, Garner-Hayfield-Ventura CSD, Superintendent
- NW (Northwest AEA) - Mike Pardun, Denison CSD and Schleswig CSD, Superintendent
- NW (Prairie Lakes AEA) - Brian Johnson, Southeast Valley CSD, Superintendent
- SE (Central Rivers AEA) - Rich Schulte, Montezuma CSD, Superintendent
- SE (Grant Wood AEA) - Mark Dohmen, North Cedar CSD and Olin CSD, Superintendent
- SE (Great Prairie AEA) - Mark Taylor, Centerville CSD, Superintendent
- SE (Heartland AEA) - Michelle Havenstrite, PCM CSD, Superintendent
- SE (Mississippi Bend AEA) - Mike Van Sickle, Louisa-Muscatine CSD, Superintendent
- SW (Green Hills AEA) - Deron Stender, Creston CSD, Superintendent
- SW (Heartland AEA) - Sharon Dentlinger, Interstate 35 CSD, Superintendent
- At-Large - (SE Great Prairie AEA) - Scott Williamson, Eddyville-Blakesburg-Fremont CSD, Superintendent
- At-Large - SE (Mississippi Bend AEA) - Dan Peterson, Central DeWitt CSD, Superintendent
- At-Large - NW (Northwest AEA) - Brent Jorth, Central Lyon CSD, Superintendent
- At-Large (Chair) - SE (Great Prairie AEA) - Scott Williamson, Eddyville-Blakesburg-Fremont CSD, Superintendent

RSAI Professional Advocates

Margaret Buckton, margaret.buckton@rsaia.org, cell: (515) 201-3755, office: (515) 251-5970

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RSAI 2023-24 CORPORATE SPONSORS

Special thank you to your RSAI Corporate Sponsors for their support of RSAI programs and services. Find information about how these organizations may help your district on the Corporate Sponsor page of the RSAI website at www.rsaia.org/corporate-sponsors.html.

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	www.teamdenovo.com
	www.misiciowa.org
	thepublicprogress.com
	www.solutiontree.com/st-states/iowa
	www.wgu.edu

RURAL SCHOOL ADVOCATES OF IOWA



Our Collective Voices are Stronger Together



2023-24

ABOUT RSAI

Rural School Advocates of Iowa (RSAI) was formed in 2014 by leaders from Iowa public school districts coming together to work collaboratively towards legislative solutions around needs and issues specific to rural public schools. While RSAI is often thought of as the association serving needs of *small* school districts, the reality is our priorities are focused on issues faced by *rural* schools, regardless of their enrollment size. Since our inception, membership has continued to grow. We invite you to join RSAI members and lend your voice to our movement for quality rural education in Iowa, because our collective voices are stronger together!

We will work to:

- **Educate** others about the value of rural education to the state's economy and future of Iowa as an educational leader in the nation and the world;
- **Build the capacity** and understanding of other groups with similar interests on legislative and educational issues to create a strong voice;
- **Share best practices** of great education programs while under the budget constraints of fewer students, how best to innovate, share and promote efficiency;
- **Secure adequate resources**, academic and financial, to provide first-class educational opportunities for students in rural communities;
- **Maintain local control** through the flexibility and authority of locally elected School Boards.

We will accomplish these goals:

- **Locally** through the advocacy of community individuals and groups with our Legislators at home.
- **At the Capitol** through the services of a Professional Advocate to organize our collective voice and keep members informed.

Our mission is to advocate for students in rural schools to assure a fair, equal and quality education.



RSAI is Iowa's state affiliate of the National Rural Education Association and a member of the Iowa Rural Development Council.

**IOWA RURAL
DEVELOPMENT
COUNCIL**

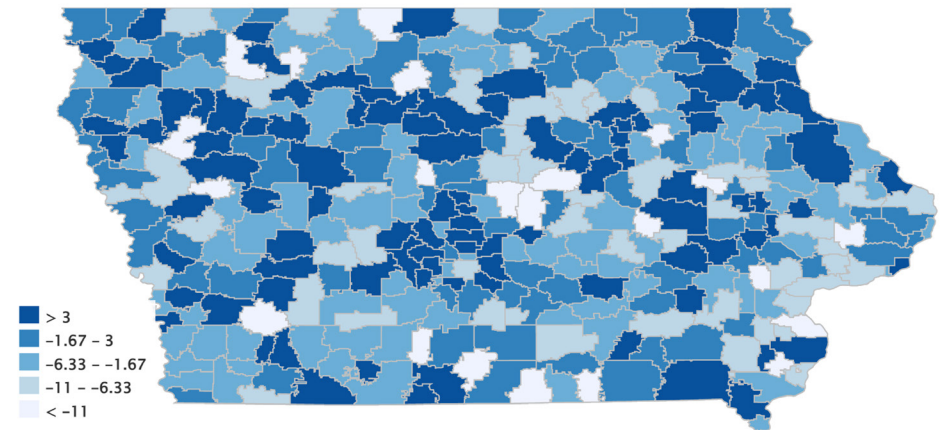
www.iowardc.org

www.nrea.net

RURAL TRENDS

The map below shows the 5-year percentage change in Certified Enrollment for FY 2024 looking back 5 years. Those districts in the bottom three quintiles experienced declining enrollment over time, losing between 1.7% and 20.8%.

Certified Enrollment (Row 7) – 5 Year Percentage Change (FY 2024)



- The Iowa school funding formula is enrollment based. Significant and persistent enrollment decline, compounded with low levels of per pupil funding growth, has strained school budgets and the ability to provide quality staff and programs for students.
- Due to consolidation, 47 Iowa school districts in 2003-04 no longer exist. They have been reorganized or dissolved, and they were all districts serving rural communities.
- RSAI advocacy for adequate funding, transportation reimbursement, operational sharing and increased staffing flexibility is critical to rural school district sustainability.
- Despite demographic changes, Iowa's rural school leaders remain hopeful and foster an all-hands-on-deck enthusiasm, ready to innovate, collaborate, and invigorate staff and communities to meet every student's need.



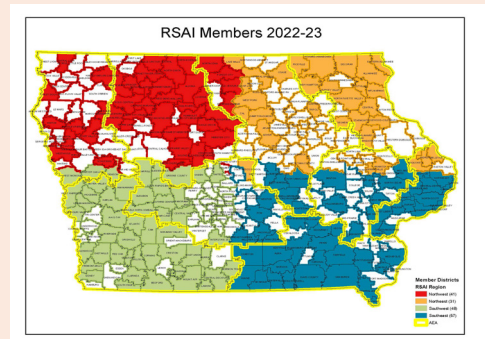
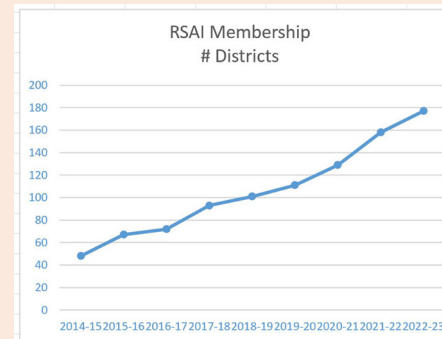
MEMBERSHIP BENEFITS

RSAI offers many benefits to member school superintendents, board members, and school districts. Below are some membership benefit highlights:

- **RSAI Legislative Priorities:** Set by a truly grassroots process.
- **Advocacy Supports:** Position Papers associated with each legislative priority to share with legislators, board members, parent/advocacy groups or other organizations. Written and video reports on legislative actions and advocacy steps each week of the legislative session. Calls to Actions on priorities at key points during the session when advocacy action is required.
- **Testimony:** RSAI provides written and/or verbal testimony regarding proposed issues, rules and legislation to key legislative and executive branch decision-makers.
- **Representation:** RSAI Advocates, Margaret Buckton and Dave Daughton, represent RSAI member schools at the statehouse during the Legislative Session and work with the executive branch during the interim. RSAI also recruits participants for policy makers seeking rural school input.
- **Media:** RSAI engages media to connect with rural school leaders and helps inform the public and policy makers of needs of rural schools, creative approaches improving efficiency and effectiveness, and the amazing education rural schools deliver to students.
- **Networking:** RSAI is a member of the Iowa Rural Development Council, the Iowa affiliate of the National Rural Education Association (NREA) and the National Rural Education Advocacy Consortium (NREAC), which share federal actions important to rural schools, notices of grants and funding opportunities, and best practices.
- **Member-Only Programs:**
 - ***NASDTEC Licensure Checks:** RSAI members receive free licensure checks through the National Association of State Departments of Teacher Education and Credentials, which otherwise could cost \$100s of dollars.
 - ***TPRA Pipeline Grant Consortium:** Submission of a grant on behalf of RSAI member districts for Governor's Teacher Para-educator Registered Apprenticeship funding.
 - ***ISFIS Discount with Board/Policy Hosting Service:** ISFIS also provides a \$100 reduction to RSAI membership fees if schools use ISFIS Board/Policy Hosting Service.
- **ISFIS Support:** Iowa School Finance Information Services (ISFIS) provides RSAI association management and legislative advocacy functions, maintains the website and membership database, staffs meetings, and provides communications, school finance and legislative support services.

RSAI MEMBERS

RSAI membership is divided into four regions and continues to grow. Join your voices with other rural schools to strengthen rural education for Iowa students. RSAI appreciates our nine Area Education Agency partners, Iowa State University and the University of Iowa, who have all pledged support as associate members.



RSAI WEBSITE



Advocacy supports, tools, and information for members and others interested in issues important to rural education can be found on RSAI's website. Check out our weekly RSAI Capitol Recap videos for a quick update on activities each week during the legislative session. Visit us at www.rsaia.org.

LEGISLATIVE PLATFORM

The RSAI legislative priorities are established through a grassroots effort beginning at the summer RSAI Regional Meetings. RSAI's Legislative Committee recommends the platform for the upcoming legislative session, based on member input, for member approval at their Annual Meeting each October. Top Legislative Priorities from 2023 were:

- **Adequate School Resources:** The increase in SSA requires a consistent and sustainable commitment. To rebuild a **World-Class Education**, RSAI estimates an investment of at least 10% SSA. To **Sustain Current Status**, an investment of at least 5% would position school districts and AEAs to maintain current status with Iowa's competitive economy, high inflation and increased student needs. An investment of 2.5% would deliver continued erosion of Iowa public education. Iowa's school foundation formula must maintain balanced state and local resources, be predictable and assure adequate time for budget planning and staffing.
- **Education Staff Shortage:** In addition to sufficient SSA, strategies to rebuild Iowa's education workforce must address both recruitment (hiring incentives, grow-your-own educators, certifications and loan forgiveness) and retention (more flexibility in hiring, credentials and offer-and-teach requirements, rehire retirees without IPERS impact). In both the short and long term, legislation, policy and public support will not only provide improved compensation for educators but also foster respect for the education profession that is well deserved.
- **Public School Priority:** Public schools must be adequately funded and supported by the state. Investments in education savings accounts, voucher programs, school tuition organizations or homeschool, whether by tax credit or direct appropriation, remove resources from public schools. RSAI is opposed to all forms of education savings accounts/voucher programs/additional public funds appropriated for private or homeschool.
- **Sharing Incentives/Efficiencies** requires extension of Whole-Grade Sharing and Reorganization and Operational Sharing incentives. The 21-student cap should be expanded to allow access to new flexibility. Weightings should be sufficient to encourage and support sharing opportunities.

Other Legislative Priorities from 2023 included:

- **Quality Preschool**
- **Opportunity Equity for Low SES**
- **Student Mental Health**
- **Local School Board Authority / Local Control**
- **Formula and Transportation Equity**

ACCOMPLISHMENTS

RSAI is proud of its grassroots lobbying efforts, connecting local school leaders to legislators resulting in many legislative accomplishments. Some of the recent accomplishments around rural equity, flexibility, local control and funding include:

- **More Board Authority:** through statutory home rule, locally-driven dropout prevention plans and board authority to redirect funds to needs of students, since one-size does not fit all. Most recently, TLC flexibility and proposed changes to Chapter 12 in the 2023 Session.
- **Transportation & Formula Equity:** funding is now incorporated in the formula and will grow by the SSA rate annually. Progress to close the district cost per pupil gap continues, but the pace must be accelerated.
- **Operational Sharing Incentives:** expanded and extended through 2035.
- **Staff Flexibility:** CTE options for hard-to-staff content, minimize the barrier of praxis testing, local offerings of online learning, and relaxed licensure requirements allowing rural schools to better work with the staff we have to support student learning. Most recently, compensation limits for IPERS eligible individuals were increased in 2022 and several other hiring and staffing barriers were removed in 2023.
- **Broadband Expansion:** state and federal investment to connect all areas to high-speed internet supporting education, telehealth, diversity of services, and a workforce that can connect virtually while enjoying a rural quality of life.



CONTACT US



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RSAI LEADERSHIP GROUP

Consists of a representative from each of 4 regions across the state, plus 3 at-large representatives, each serving a 3-year term

RSAI LEGISLATIVE COMMITTEE

Consists of representatives from each of 4 regions and 9 AEAs across the state, and also includes the 3 at-large Leadership Group members, each serving a 1-year term

See the RSAI Website for current Leadership Group and Legislative Committee members and their contact information.

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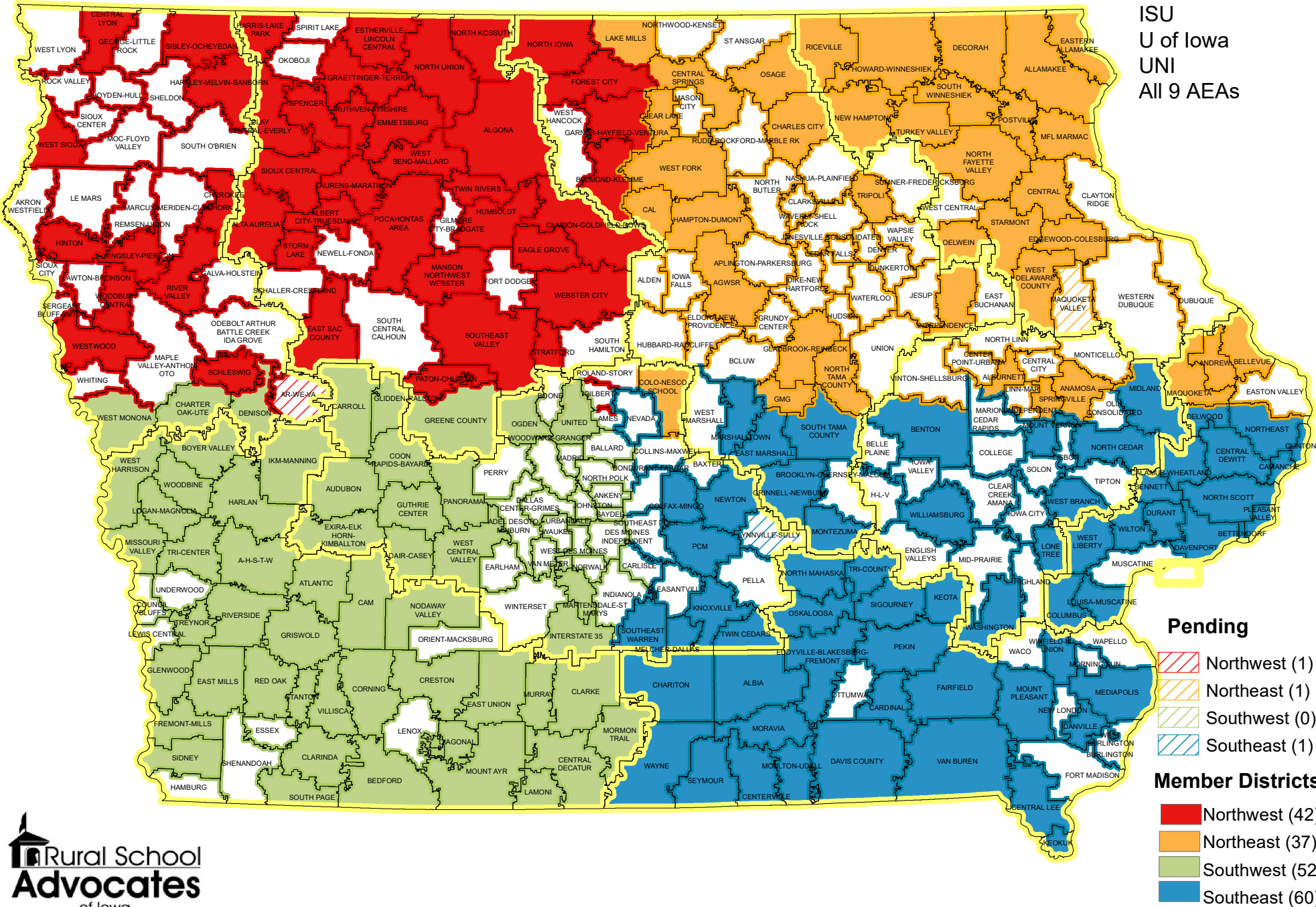
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RSAI Members 2023-24

As of March 2024

Affiliate Members
 DMACC
 ISU
 U of Iowa
 UNI
 All 9 AEs





2024 List of Legislative Successes

Despite funding/policy challenges of the 2024 Legislative Session and inattention to some RSAI priorities, some notable successes are worthy of mention. In some cases, the ability to stop or neutralize legislation's negative impacts are important wins accomplished with member outreach and persistence. The following are significant enough to include when thanking Legislators and the Governor for their service:

Funding

- **[HF 2612](#) AEs, SSA and TSS**
 - Set a 2.5% SSA rate (although still below inflation, this rate ties for the third highest in 15 years).
 - Increased teacher salary supplement sufficient to meet new teacher salary minimums. Many rural schools benefitted from the calculation of TSS based on the cost of meeting the minimums compared to a per pupil distribution. RSAI leaders are hopeful these new salary minimums will encourage more college students to go into teaching, encourage teachers from other states to come to Iowa, help rural schools compete with larger school districts and the private sector, and allow schools to hire back retirees who still have the passion and skills to teach our students. This provision of HF 2612 was a key priority for RSAI.
 - Provided \$14 million statewide for hourly staff supplemental pay.
 - To sum it up, with the increase in teacher pay and considering all investments in public schools, combined district cost grew by over \$192 million, which is a 3.6% increase.
- Legislative changes to HF 2612 AEA Overhaul from the original bill introduced by the Governor were critical, including restoration of media and services funding, keeping AEA's ability to provide media and education services as well as school improvement supports, slower implementation timelines, and creation of a task force to study impacts on students including analyzing how this bill impacts student services. RSAI worked with legislators to improve this bill and minimize negative impacts on students and school staff. Although RSAI opposed the original and earlier versions of the bill, final changes moved the RSAI position to undecided (along with most of the other public education lobbying entities.)
- Student Equity: [SF 2368](#) Charter Schools directed categorical funds to follow students, including PD and EICS, as well as current year SCPP. This action applied to students enrolled in a charter school or in another district through open enrollment. Depending on the school district's open enrollment experience, these actions are either positive or negative. RSAI lobbied to keep TSS out of this bill. TSS was calculated in HF 2612 based on funds needed to get to teacher pay minimums, not based on a per pupil distribution. As such, there would be further significant inequities to address if TSS followed students. RSAI also lobbied to remove the mandatory statewide student information system and a March 1 second enrollment count from legislative consideration in 2024, unsure of the DE's ability to implement smoothly and significant transitional costs to both of those.

Teacher, Administrator, Staff Shortage Policies and Flexibility:

- [SF 2411](#) **Work-based Learning** allows a student participating in a 14-week student teaching experience to be credited between 1 week and 10 weeks for prior work experience as a substitute teacher or a para-educator, including prior experience under the TPRA grant program, under specific conditions.
- [HF 2612](#) **IPERS provisions** allow teachers whose first month of retirement benefits is July 2024 or later, but before July 1, 2027, to return to covered employment as a teacher after receiving one month of retirement benefits.
- [HF 2618](#) **Iowa Literacy Initiative** requires new teachers to take the Foundations in Literacy exam, and requires colleges to report scores, but does not condition the teaching license on successfully passing a target score.
- [HF 255](#) **Teacher Intern License/Program** creates a new pathway to teaching with an on-the-job completion component.
- [SF 2443](#) **Standings Appropriations Teacher Minimums**: more clearly defined 12-years of teaching experience for teacher pay minimums, effectively adding \$5 million to the TSS distribution method.

Literacy: RSAI lobbied to remove the high stakes of literacy competency testing for teachers and mandatory retention for students as initially proposed in [HF 2618](#) Iowa Literacy Initiative. RSAI welcomes the emphasis on good literacy instruction based on the science of reading, and school districts were already providing individualized instruction and plans for nonproficient readers.

High School Programming: two bills were passed to expand the flexibility of counting courses for accreditation and providing credit for students.

- [HF 2465](#) **AG Classes Offer and Teach Flexibility** for math, science, and CTE courses in areas teaching Agriculture.
- [SF 2411](#) **Work-Based Learning** allows students to receive high school credit for work-based learning, even when school is not in session.

Mental Health Services: [HF 2515](#) Therapist, Counselor or Social Worker Authorization Reciprocity expanded the pool of professionals to provide services to all Iowans, including students and [SF 2435](#) Education Appropriations continued several significant appropriations for school mental health including the following:

- Transfer of unused Therapeutic Classroom Transportation Claims Reimbursement to the Therapeutic Classroom Incentive Fund and maintained \$500,000 appropriation for transportation and \$2,351,382 for more therapeutic classroom incentive grants.
- Maintained \$3,383,936 appropriation for AEAs to provide for children's mental health school-based training and support to be used for mental health awareness training for educators and provide mental health services and support for students.
- Maintained \$520,000 appropriation for deposit in the Mental Health Professional Loan Repayment Program fund.



Rural School Advocates of Iowa Legislative Priorities for 2024 Session

Status of Legislative Action

Adequate School Resources: the increase in SSA provides resources for Iowa schools to deliver an educational experience for students that meets the expectations of Iowa parents, communities, employers and policymakers. Iowa's school foundation formula must maintain balanced state and local resources, be predictable, minimally exceed inflation, allow schools to compete for labor, and assure adequate time for budget planning and staffing.

What schools can deliver is dependent on the level of funding provided, which begins with the 2024-25 school year and requires a consistent and sustainable commitment. A world-class education would require 10%. A 5% increase would sustain the current status. A 2.5% increase would deliver continued erosion.

Legislative Action re Adequate Resources:

HF 2612 AEs, SSA and TSS set a 2.5% SSA rate, increased teacher salary supplement sufficient to meet new teacher salary minimums, provided \$14 million statewide for hourly staff supplemental pay, and provided school districts with control of education services and media services funds that previously flowed through to AEs.

- Although significant new funds were invested, no progress was made on formula equity.
- With the higher range of TSS per pupil, from a low of \$699 to a high of \$2,852, based on the cost of districts to meet higher teacher salary minimums, additional emphasis on per pupil equity may be needed in the future. There was no money for many districts to address salary compaction, which will occur for many as a result of the two-tiered minimums. The investment of nearly \$73 million to fund teacher salary supplement for FY 2025 is appreciated.
- To sum it up, with the increase in teacher salary supplement and considering all investments in public schools, combined district cost grew by over \$192 million, which is a 3.6% increase compared to FY 2024.
- **HF 2612 AEs, TSS and SSA** included a task force to study nearly everything about special education and AEA services. As of this writing, the task force has not yet been appointed or scheduled a meeting. Many of the provisions of HF 2612 regarding AEs take effect July 1, 2025, so this task force's recommendations could prevent harm or make improvements, if legislation moves all the way through the process.

SF 2368 Charter Schools directed categorical funds to follow students, including PD and EICS, as well as current-year SCPP. This action applied to students enrolled in a charter school or in another district through open enrollment. There are competing views among school districts on whether this action promotes student equity or is a success. RSAI lobbied to exclude the TSS from the funds following students since the calculation in HF 2612 was based on funds needed to meet minimums rather than an equal per pupil calculation. The Legislature and the Governor agreed to omit the TSS as requested.

Staff Shortages: In addition to sufficient SSA, strategies to rebuild Iowa's education workforce must address these areas during an unprecedented staff shortage:

Recruitment: to rebuild the pipeline of interest into education, the Legislature, BOEE and DE must provide additional flexibility for school districts to provide hiring incentives, ongoing investment in CTE programs for high school students to study and experience work in education, provide resources for grow-your-own educators and appropriate certifications including expanded intern licenses, provide means-tested tuition assistance and minimize the economic costs of unpaid student teaching, provide more loan forgiveness, and change the culture of political speech to restore education to a respected profession.

Retention: to slow the out-migration of staff from schools to other professions or retirement, the Legislature, BOEE and DE must provide maximum flexibility to hire staff to deliver great instruction; use of the Management Fund for recruitment and retention incentives, flexibility to meet offer and teach requirements, opportunities for teaching expanded courses within existing and/or competency-based licensure, institute social studies and other content generalist credentials, define a shorter bona fide retirement period for schools to hire retirees, consider tax incentives for teachers, increase state funding for teacher salary supplement, and maintain the commitment to resources for mentoring, training and supporting staff.

Competitive and adequate compensation: school funding primarily pays for quality staff and employees to provide a great education for students. In 2019-20, Iowa ranked 28th in the nation in average teacher pay (including TLC for teacher leaders at the high end) and starting teacher pay was ranked 38th (*source: Learning Policy Institute, Understanding Teacher Compensation State by State Analysis*).

In both the short and long term, legislation, policy, and public support provide improved compensation and benefit options for educators. They must also foster respect for the education profession, which is well deserved, to attract more Iowans into teaching and retain more teachers in Iowa. Only when we are able to do this will Iowa be able to have adequate numbers of quality individuals educating and supporting our children.

Legislative Action re Staff Shortages:

- **SF 2411 Work-based Learning** allows a student participating in a 14-week student teaching experience to be credited between 1 week and 10 weeks for prior work experience as a substitute teacher or a para-educator, including prior experience under the TPRA grant program, under specific conditions.
- **HF 2612 IPERS provisions** allow teachers whose first month of retirement benefits is July 2024 or later, but before July 1, 2027, to return to covered employment as a teacher after receiving one month of retirement benefits.
- **HF 2618 Iowa Literacy Initiative** requires new teachers to take the Foundations in Literacy exam, and requires colleges to report scores, but does not condition the teaching license on successfully passing a target score.
- **HF 255 Teacher Intern License/Program** creates a new pathway to teaching with an on-the-job completion component.

- [SF 2443](#) **Standings Appropriations Teacher Minimums**: more clearly defined 12-years of teaching experience for teacher pay minimums, effectively adding \$5 million to the TSS distribution method.
- [SF 392](#) **Teacher Retention and Recruitment** allows the use of the Management Fund for loan forgiveness and recruitment programs. This bill did not receive additional legislative action in the 2024 Session.
- [HF 2465](#) **AG Classes Offer and Teach Flexibility** provides opportunities to code courses differently to meet offer and teach requirements for math, science, and CTE courses in areas teaching Agriculture.
- [SF 2411](#) **Work-Based Learning** allows students to receive high school credit for work-based learning, even when school is not in session.

Public School Priority: as Iowa public schools will always be the first choice of most Iowa families, they must be adequately funded and supported by the State.

- 1) Education Savings Accounts, as enacted by HF 68 in 2023, require further legislation to minimize the impact on public students and schools.
 - a. Public schools should be relieved of the mandate to reimburse private school parents or provide transportation for private schools.
 - b. Private school students returning to public school after the October enrollment count date should be funded timely (included in the enrollment count and budget for the next year or added to the class action requests for SBRC modified supplemental amount similar to on-time funding spending authority).
 - c. ESA (and open enrollment) applications should be submitted and approved by an annual deadline to inform both public and private schools timely for staff and budget planning.
- 2) ESAs should not be expanded to homeschool students or a weakened accreditation process expanded to more private schools.
- 3) Equity of expectations and regulations should be applied consistently to both public and private schools under an ESA environment.
- 4) Many rural school districts do not have a private school in their community today. In the future, the expansion of private online academies, the pressure for the State to support homeschooling and the profit motive to expand private schools without the corresponding costs of oversight and compliance will create lower economies of scale, compounding the challenge for small rural schools to survive rigorous State accreditation compliance.

Legislative Action re Priority of Public Schools:

- No legislation moved forward related to ESAs specifically. Regarding school choice, the reinstatement of the Open Enrollment March 1 deadline was contained in the Education Appropriations bill, [SF 2435](#).

Opportunity Equity, Increasing Student Needs and Mental Health: resources should be based on at-risk need, in addition to enrollment. All school boards should have the opportunity to access up to 5% dropout prevention funding. School districts should be granted spending authority for FRPL-waived fees. Iowa should study the impact of poverty on educational outcomes and best practices of other states in closing associated achievement gaps, leading toward a significant and urgent update to Iowa's School Foundation Formula in funding programs for Iowa's neediest students.

Investments in programs for at-risk students prepare them for full participation in the workforce, improve school safety for all students, minimize tax increases to remediate social costs later and improve outcomes for students and families. Students in rural areas are often distanced from services. Iowa must continue to address needed access to funded community mental health services for children and the shortage of mental health professionals statewide. The State should provide resources for local districts to train school staff in mental health first aid and awareness and build community capacity to collaborate for a collective solution to the increasing mental health needs of children.

Legislative Action re Opportunity Equity and Mental Health:

- **HF 2515 Therapist, Counselor or Social Worker Authorization Reciprocity**
- **SF 2435 Education Appropriations** included several items regarding mental health:
 - Allows DE to transfer unencumbered or unobligated funds from the FY 2024 General Fund appropriation for Therapeutic Classroom Transportation Claims Reimbursement to the Therapeutic Classroom Incentive Fund established in Iowa Code section 256.25 before the close of the fiscal year.
 - Maintained \$500,000 appropriation for therapeutic classroom transportation reimbursement
 - Maintained \$2,351,382 appropriation for therapeutic classroom incentive grants.
 - Maintained \$3,383,936 appropriation for AEAs to provide for children's mental health school-based training and support to be used for mental health awareness training for educators and provide mental health services and support for students.
 - Maintained \$520,000 appropriation for deposit in the Mental Health Professional Loan Repayment Program fund. The Program provides for the repayment of qualified loans to non-prescribing mental health practitioners who practice full-time in a service commitment area or teach in Iowa. The annual loan repayment provided to a recipient cannot exceed \$40,000, which is paid in annual installments of \$8,000 towards qualifying loan balances. A recipient is eligible for loan repayment for no more than five consecutive years unless granted a waiver for part-time service.
- **SF 2443 Standing Appropriations:** the legislature continued the practice of delaying the \$10 million standing appropriation for high-needs schools first enacted in the 2014 legislative session.
- Although introduced, bills allowing all districts up to 5% of Regular Program District Cost spending authority for dropout prevention did not progress. See **HF 380**, which did not advance out of House Education, and **SF 246**, which was approved by the Senate Education Committee, but did not progress further. These two bills were introduced in the first year of the biennium.

Quality Preschool: funding of quality statewide voluntary preschool for three and four-year-olds should be set at the 1.0 per pupil cost for full-time or prorated proportionally. The formula should include PK protections against budget and program impacts of preschool enrollment swings like they do for K-12 (budget guarantee/on-time spending authority). Full-day programming increases the opportunity for parent workforce participation, allows Iowa's limited childcare workforce capacity to focus on younger children, prevents later special education consequences, improves literacy and prepares students for learning. Although all students benefit from quality preschool, Iowa's low-income and non-English speaking students face barriers to half-day programs, making them even more at risk of lower long-term achievement.

Legislative Action re Preschool:

Each of these bills received a 3:0 subcommittee passage but did not move forward out of the House Education Committee.

- [HF 2357](#) **PK Instructional Hours** would have required full-day PK for a full 1.0 weighting.
- [HF 297](#) **Funding for Low-Income PK** would have provided a full 1.0 weighting for PK students in families below 200% of the federal poverty level.

Reorganization and Operational Sharing Incentives should be extended. The 21-student cap should be increased to allow access to new flexibility. Weightings should be sufficient to encourage and support sharing opportunities, with a 3-student weighting at a minimum per position. Reductions in weightings should be restored. The addition of new positions over the last few years, such as mental health counselors, work-based learning coordinators and school resource officers, demonstrates the value of continued sharing incentives for both efficiency and student opportunity. Some positions, such as those to address mental health or school safety, should be exempted from the cap.

Legislative Action re Operational Sharing:

- [HF 2615](#) **Postsecondary and Career Information:** provides that the supplementary weighting associated with a shared operational function in the area of a college and career transition counselor or coordinator shall not count toward the maximum amount of additional weighting for budget years beginning on or after July 1, 2024 (effectively exempts the college and career counselor or coordinator supplementary weighting from the 21-student cap.)

Local School Board Authority: locally elected leaders closest to the community are in the best position to determine the interests of students, staff, district and stakeholders. District leaders need maximum flexibility to provide a great education to all students. The Legislature, the Executive Branch and the courts should follow Iowa Code 274.3 and liberally construe laws and regulations in deference to local control.

Legislative Action re Local Control:

- [HF 2398](#) **Insurance for Public Officers** allows the option for an insurance policy rather than a bond.

- **HF 2586 School Security Personnel/Armed School Staff** maintained the requirement that local board policy must allow staff to carry weapons on school grounds and added to the requirement to employ or retain the services of a school resource officer or a security officer employed by a private security business, that the district could employ security officers in high schools. Also allows the school board to opt out of this requirement.
- **HF 2652 School Safety** requires the DPS, with the DE and the DHHS/DE, to establish a task force on school safety standards and requires a report by December 2024. Prohibits schools from issuing bonds for school building projects if any attendance centers are not in compliance with safety standards. Allows the use of SAVE funds for technology and safety equipment but not for staff (no difference from current law). Requires schools to maintain infrastructure and requires infrastructure be approved as anti-terrorist. This bill originally included an appropriation for school safety and technology grant program, but that was amended out of the bill before final passage. There are concerns that the standards recommended by this task force may create unfunded mandates and infringe on local control.
- There were many other bills introduced that were unfunded mandates or would have limited district authority that did not make it to the Governor's desk.

Formula Equity: continue investments in formula equity, closing the state and district per pupil gap within ten years. Inequities in the formula, based on no longer relevant historical spending patterns over 40 years ago, must be corrected to support resources for all Iowa students.

Legislative Action re Formula Equity:

No action

Bond Issue Dates: the restriction of bond elections to one annual date spikes the demand for providers, architects, bonders, and construction labor, while extending the time of completion, all increasing cost to taxpayers. Bond issues, like other ballot initiatives, should be approved by a simple majority of voters.

Legislative Action re Bond Issue Dates

No Action

Area Education Agencies: Iowa schools are critically reliant on Iowa's Area Education Agencies (AEAs), rural schools in particular, not only for special education services to students and training and support to staff, but also for instructional and media services. In many instances, if it wasn't for the AEAs, rural schools would not be able to find or afford specialists to meet student needs or assist staff with the curriculum and materials necessary for student learning. In addition, the economies of scale of the AEAs provide savings which schools would not otherwise be able to achieve. The AEAs also provide many needed services for schools, just to name a few: emergency support when a district loses a superintendent or school business official mid-year, virtual learning content, printing of materials at affordable fees, training when districts undertake new instructional math or literacy initiatives, crisis/emergency supports and mental health services, among many others. The Legislature should work

closely with schools and AEAs in updating expectations and changing the funding or structure of AEA services, in order to fully understand the impact on students and schools before any changes are made that will negatively impact services to rural students, schools, and communities.

Legislative Action re AEAs

- **HF 2612 AEAs, TSS and SSA Educational and Media Services**: The Governor's original bill eliminated educational and media services by removing local district property taxes, which currently provided the funding via AEA flow-through. The Legislature restored the property taxes and funding, however required 40% of that funding must go to AEAs while retaining school district control over the remaining 60%. School districts are still allowed to access media and educational services from AEAs, with that remaining 60%, but some rural and smaller school districts are concerned the funding is not sufficient to allow them to purchase the services they used to receive from the AEA. The ability of the AEAs to provide educational and media services to schools, especially small rural schools, will be impacted by requiring a fee for service, market-based fee structure.
- **HF 2612 AEA Changes Timeline**: Original timelines in the Governor's bill were delayed, with changed to education and media services funding occurring over a two-year period and changes to special education funding beginning July 1, 2025 (district retains 10% of special education funding while AEAs retain 90%). Many changes in policy on enactment were also delayed until either July 1, 2024 or July 1, 2025. Although the delay was appreciated, it still did not leave AEAs and school districts time to contemplate local impacts, hire needed staff or set up service agreements before the start of the fiscal year.
- **HF 2612 AEAs, TSS and SSA** included a task force to study nearly everything about special education and AEA services. As of this writing, the task force has not yet been appointed or scheduled a meeting. Many of the provisions of HF 2612 regarding AEAs take effect July 1, 2025, so this task force's recommendations could prevent harm or make improvements, if legislation moves all the way through the process. Initial indications are that small rural schools will likely run out of funds for educational and media services perhaps as early as midyear, with additional needs unmet. There are also concerns about IEP development and other special education steps that were previously completely managed by the AEA that are now requiring local district staff time to accomplish.



RSAI Legislative Action Enrolled Bill List 2024 Session

Timelines for Implementation

There are several significant policy bills this year, including HF 2612 AEA's, SSA, and Teacher Salary Minimums, HF 2618 Literacy Initiative, SF 2368 Charter Schools, Open Enrollment and Sale of School Property, and SF 2435 Education Appropriations Chronic Absenteeism Provisions that require time, attention and interpretation by the State Board of Education, the DE, in some cases requiring task forces to study issues and some intentionally delayed effective dates.

Stay tuned to your email inbox for more information throughout the 2024-25 school year as details become available.

Policy and Procedure Mandate Tracker

ISFIS has prepared a document to track all of the mandates in bills enacted this year. We will update this document and share any changes as we learn more, but it will hopefully serve as a good reminder of the policy implementation steps that are required in the many bills approved in the 2024 Legislative Session.

[Find the Link to Tracker Here.](#)

Bills Signed by the Governor

- [HF 255](#) **Teacher Intern License: Teacher Intern Program**, signed by the Governor 5/17/24. Effective 7/1/24.
- [HF 555](#) **Practice of Pharmacy** (may impact insurance premiums), signed by the Governor 5/19/24. Effective 7/1/24.
- [HF 2152](#) **DE Commission on Education Leadership Reporting**, signed by the Governor 4/10/24. Effective 7/1/24.
- [HF 2240](#) **Harassment Related to Altered Explicit Images**, signed by the Governor 4/19/24. Effective 7/1/24.
- [HF 2278](#) **Open Enrollment Busing**, signed by the Governor 5/1/24. Effective 7/1/24.
- [HF 2393](#) **Dental Screenings** Exempt from screenings requirements, signed by the Governor 4/10/24. Effective 7/1/24.
- [HF 2398](#) **Insurance Instead of Bonds** for Public Officers, signed by the Governor 4/19/24. Effective 7/1/24.
- [HF 2404](#) **DHHS Processes** (includes Mandatory Reporter Training), signed by the Governor 4/19/24. Effective 4/19/24 and 7/1/24.
- [HF 2465](#) **Agriculture Unit Requirements Flexibility**, signed by the Governor 5/16/24. Effective 7/1/24.
- [HF 2487](#) **Mandatory Reporting, Complaints, Investigations, Grooming Definition and BOEE Responsibilities**, signed by the Governor 4/19/24. Effective 7/1/24.
- [HF 2515](#) **Therapist, Counselor, Social Worker Authorization from Another jurisdiction**, signed by the Governor 4/19/24. Effective 7/1/24.

- [HF 2538](#) **Executive Branch Agency Planning, Reporting and Data Sharing** (allows data sharing between agencies such as DE and DOM, requiring DOM to keep confidentiality), signed by the Governor 4/19/24. Effective 7/1/24.
- [HF 2539](#) **Open Meetings Violations** (Vetoed by the Governor 5/17/24).
- [HF 2545](#) **Core Curriculum, Social Studies and Statewide Literacy Plan**, signed by the Governor 5/15/24. Effective 5/15/24 and 7/1/24.
- [HF 2586](#) **School Security Personnel/Armed School Staff**, signed by the Governor 4/19/24. Effective 4/19/24 and 7/1/24.
- [HF 2612](#) **Education Omnibus including AEA, SSA and TSS**, signed by the Governor 3/27/24. Effective 3/27/24, 7/1/24 and 7/1/25.
- [HF 2615](#) **Info to High School Students re College Graduate Debt and Income**, signed by the Governor 5/1/24. Effective 7/1/24.
- [HF 2618](#) **Literacy Initiative**, signed by the Governor 5/7/24. Effective 7/1/24.
- [HF 2652](#) **School Security: Radios, Safety, Firearms Detection, Security Officers and Safety Task Force**, signed by the Governor 5/17/24. Effective 5/17/24 and 7/1/24.
- [HF 2653](#) **Perry Use of Management Fund** for retention incentives, signed by the Governor 4/5/24. Effective 4/5/24.
- [HF 2658](#) **Child Care Eligibility and Children of Child Care Providers**, signed by the Governor 5/1/24. Effective 7/1/24.
- [HF 2708](#) **Cyber Security State Responsibilities**, signed by the Governor 5/17/24. Effective 7/1/24.
- [SF 2096](#) **Gender Balance Requirements** for Appointed Bodies, signed by the Governor 4/3/24. Effective 7/1/24.
- [SF 2109](#) **Minor Driving Privileges**, signed by the Governor 5/17/24. Effective 7/1/24.
- [SF 2331](#) **Publication Requirements** for Official Publications, signed by the Governor 4/10/24. Effective 4/10/24, 7/1/24 and 7/1/25.
- [SF 2340](#) **Illegal Reentry** into Iowa by Certain Aliens 4/10/2024
- [SF 2368](#) **Charter Schools, Open Enrollment and Sale of School Property**, signed by the Governor 5/17/24. Effective 7/1/24.
- [SF 2370](#) **Executive Rulemaking Process and Review**, signed by the Governor 5/17/24. Effective 7/1/24.
- [SF 2385](#) **State Government Boards and Commissions Reorg (moves PERB to EAB and sets Virtual Meeting Requirements)**, signed by the Governor 5/17/24. Effective 7/1/24 and 7/1/25.
- [SF 2391](#) **Misbranded Food Product Policies**, signed by the Governor 4/29/24. Effective 7/1/24.
- [SF 2411](#) **Work-based Learning**, signed by the Governor 5/17/24. Effective 5/17/24 and 7/1/24.
- [SF 2435](#) **Education Appropriations** (including policies on Chronic Absenteeism and reinstating an open enrollment deadline), signed by the Governor 5/9/24. Effective 5/9/24, 7/1/24 and 7/1/25.
- [SF 2442](#) **Income Tax Reduction and Local Government Budget Process**, signed by the Governor 5/1/24. Effective 5/1/24, 7/1/24 and 1/1/2025.
- [SF 2443](#) **Standings Appropriations** including support staff pay and definition of teacher experience, signed by the Governor 5/9/24. Effective 5/9/24, 7/1/24, and 1/1/25.
- [HJR 2006](#) **Constitutional Amendment on State Tax Law Changes**: The Governor does not sign Constitutional Amendments. The Legislature must approve this resolution in exactly the same wording during either the 2025 or 2026 Legislative Session in order for it to move forward to voters.
- [SJR 2004](#) **Constitutional Amendment for single rate of income tax**. The Governor does not sign Constitutional Amendments. The Legislature must approve this resolution in exactly the same

wording during either the 2025 or 2026 Legislative Session in order for it to move forward to voters.

Legislative Policy and Appropriations Details

HF 255 Teacher Interns and Alternative Licenses: this bill regulates higher education institutions offering teacher intern programs, requires the BOEE to create a teacher intern license via administrative rule, modifies provisions regarding Career and Technical Education Secondary level authorizations, requires BOEE to create a temporary initial license for applicants in certain alternative teacher certification programs, regulates a process for Intern Program approval by the State Board of Education, and requires teacher intern program completers with temporary intern licenses be treated the same as others with an initial teaching license. Here are the details:

- **Teacher Intern Program:** requires a higher education institution offering a program to assist students in getting an intern license from BOEE to include: 1) student must have graduated from an accredited or state-approved college or university and must meet the requirements for an endorsement area approved by the BOEE for a teacher intern license, 2) must submit with the application to the program a copy of an offer of employment from a school, 3) must complete the required pedagogy training, 4) must work under the supervision of a teacher leader assigned by the district or nonpublic school, including during co-teaching and planning time.
- **Teacher Intern License:** adds to current Iowa Code 256.146 re nontraditional preparation options the requirement for the BOEE to adopt rules for an intern license for a person with a BA degree or higher from an accredited or state-approved college or university, who does not meet the requirements for licensure. Requires the rules to include, at a minimum; 1) issue a teacher license to an intern enrolled in the program and 2) allow teacher interns licensed in the program to apply for an initial teaching license if the school that employed the licensee during their completion of the program and the higher education institution that operated the program recommend that the licensee be allowed to apply for an initial teaching license.
- **CTE Secondary Authorization:** requires BOEE to adopt rules allowing an individual seeking a career and technical secondary authorization to apply, and if eligible, be issued the secondary authorization prior to accepting an offer of employment with a school.
- **Temporary Initial License for applicants who complete an alternative teacher certification program:** requires BOEE to grant a temporary intern license to applicants meeting all of the following requirements: 1) BA degree from an accredited college or university, and 2) at least 60 contact hours in the classroom, of which at least 30 must be teaching in a classroom under a licensed teacher. Allows the applicant to complete any remaining hours as a para-educator or in another relevant role. Requires the principal in the school to certify completion of contact hours and requires the applicant to successfully complete an intern preparation program that has been approved by BOEE and includes the required content training in the area in which the applicant seeks to be licensed.
- **Intern Teacher Certification Requirements:** Requires DE to recommend to the State BOE an alternative teacher certification program be approved or denied within 60 days after application for approval and requires the program to provide sufficient evidence that it meets all of the following:
 - Operates in at least five states
 - Been in operation for at least ten years
 - Incorporates pedagogy training, including an examination, that teaches effective instructional delivery, classroom management and organization, assessment, instructional design, professional learning and leadership.

- Includes administration of the Foundations of Reading assessment and must adhere to the same reporting requirements imposed on higher education institutions regarding the assessment.
- **Program Approval:** requires that, if the state BOE approves the program, approval must be for seven years, or less if the state BOE determines a shorter time is warranted. Requires approved programs to submit a report to the DE, by March 15 annually, reporting the number of students participating, the number of students completing, retention of students, data that allows the DE to match licensing and employment records in the state, any other information requested by the DE that allows monitoring and assessment of the quality of the program. Requires that, if the state BOE denies the program, the BOE must provide advice concerning the areas in which the program needs to improve or changes the program otherwise needs to make in order to gain approval. Requires the State BOE to allow the program to present factual information concerning the program at a regularly scheduled meeting of the BOE within three months of denial. Requires a six-month waiting period before a denied program can reapply. Requires the reapplication to include information showing issues needing correction or changes which address concerns.
- **Teacher Intern Program Completers:** authorizes individuals who have successfully completed a teacher intern licensure program to teach in the subjects and grade levels that the individual successfully completed during the program. Prohibits the successful intern from providing instruction to students with special education services until the individual successfully completes a practicum related to special education instruction that includes short-term field experiences in education settings connected to specific coursework. Requires the state BOE to treat individuals with the temporary intern license on par with individuals with an initial teaching license.

RSAI was initially opposed to HF 255. With the addition of required pedagogy, classroom experience, and protection for special education students, **RSAI changed our registration to undecided.**

HF 555 Pharmacy Practice: creates general principles with which to evaluate whether an act violates the appropriate standard of care of a licensee or registrant of the Board of Pharmacy. Adds pharmacists to the definition of “practitioner” for Iowa Code chapter 155A (Pharmacy) and creates a definition for “therapeutic substitution.” Consolidates the registration of pharmacist-interns, pharmacy technicians, and pharmacy support persons into a single Iowa Code section and requires the board to adopt rules for the registration and practice of pharmacist-interns, pharmacy technicians, and pharmacy support persons. Allows a pharmacist to dispense, administer, monitor, and issue prescription drugs, biological products, and medication orders commensurate with the pharmacist’s training and education and in accordance with the appropriate standard of care and policies, protocols, and procedures developed by the pharmacist. Requires the board to adopt rules relating to the renewal of a pharmacist license. Allows the board to discipline a pharmacist, or refuse to issue or renew a pharmacist license, if a pharmacist engaged in conduct outside the accepted standard of care or displayed sufficient incapacity to competently engage in the practice of pharmacy. Allows the board to impose an administrative penalty of up to \$500 on a licensee or registrant who engages in specified practices.

The bill strikes previous requirements for the issuance of a tele-pharma license and for notifications to the board, but instead requires the board to adopt rules. Strikes a requirement that a pharmacy license be issued in the name of the pharmacist in charge and not be transferable or assignable. The Act moves to Iowa Code section 155A.23, with other prohibited acts, the provision previously in Iowa Code section 155A.21 making the possession of a drug or device limited to dispensation by prescription unless the drug or device was lawfully dispensed a serious misdemeanor, subject to certain specified exceptions.

Allows officers, agents, compliance officers (formerly called inspectors), and representatives of the board to conduct routine and unannounced inspections of any entity licensed by the board or location authorized to possess controlled substances or prescription devices.

The bill changes the requirements for the filling and refilling of prescriptions. A pharmacist is prohibited from refilling a prescription that is not for a controlled substance more than 18 months after it was issued or more than 12 times unless refilling the prescription would be in accordance with the appropriate standard of care and pursuant to rules of the board. Establishes requirements for the transmission of prescription drug orders to a pharmacy. Strikes previous requirements for the selection of drug products by a pharmacist and allows a pharmacist to dispense therapeutic substitutions according to the pharmacist's professional judgment, unless the prescription indicates "dispense as written." Allows funds collected pursuant to Iowa Code section 155A.39, regarding the program to monitor impaired licensees and registrants, to be used to assist them with costs incurred for participation in the program. Changes the circumstances under which a pharmacist may order and administer prescription drugs, products, tests, or treatments and may administer immunizations and vaccines pursuant to statewide protocols developed and approved by the board in consultation with the DHHS. Prohibits the development or approval of a statewide protocol permitting a pharmacist to order and administer any drug intended to induce an abortion. Repeals requirements regarding the label of prescription drugs and the interchangeable biological product list, and updates internal references. **RSAI did not register on this bill, but it may have some impact on the costs of health insurance benefits including prescription coverages for school districts and/or employees.**

HF 2152 DE's Commission on Educator Leadership Reporting: prior law required the commission to submit an annual report to the DE Director, the Governor, and the General Assembly containing the commission's findings and any recommendations, regarding the TLC framework in Iowa Code section 284.15, and the comparable systems in Iowa Code sections 284.16 and 284.17, and for changes to Iowa Code section 284.11 (State Supplemental Assistance for High-Need Schools). The bill eliminates this reporting requirement. **RSAI was undecided.**

HF 2240 Harassment Related to Altered Explicit Images: expands the crime of harassment in Iowa Code 708.7(1)(a)(5) to include the dissemination, publication or posting, or cause of such act, of artificially generated pornographic images which make it appear that a person is in the state of full or partial nudity or engaged in a sex act. DE's letter to the field explains: "unlike sexual exploitation of a minor, harassment requires that the images be distributed and the person must have the intent to intimidate, harass, or alarm another. The crime applies to any victim regardless of age. A conviction under this section is an aggravated misdemeanor. If a school receives a complaint regarding such a real or artificially generated image of a student, teacher, or any other person, the matter should immediately be reported to local law enforcement. For further information, DE encourages school leaders to reach out to your county attorney". **RSAI did not register on or lobby this bill.**

HF 2278 Open Enrollment Transportation: allows a receiving district with fewer than 2,000 students to send a bus not more than 2 miles into the district of residence to pick up an open-enrolled student if the student lives closer to the school the student attends in the receiving district than the school the student would attend in their district of residence. Allows a receiving district of more than 2,000 students to send a bus into a contiguous district, only if that district is less than 2,000 students, and the district of residence has sent vehicles into the receiving district. The bill continues to allow receiving and sending school districts to reach transportation agreements regarding open enrolled students. The bill clarifies that the district of residence is not responsible for reimbursing the parent for transportation

costs if the receiving district is busing their students. **RSAI initially opposed an earlier version of this bill. When several caveats limited its application, RSAI switched our registration to undecided.**

HF 2393 Student Dental Exams: school districts, charter schools, and innovation zone schools are prohibited from conducting an invasive physical examination of a student, a student health screening not required by state or federal law, or a formal examination or survey of a student designed to assess the student's mental, emotional, or physical health that is not required by state or federal law, without first acquiring the written consent of the student's parent or guardian. School districts, charter schools, and innovation zone schools are also required to give written notice to a student's parent or guardian of an examination or survey of the student required by state or federal law that is designed to assess the student's mental, emotional, or physical health not less than seven days prior to the examination or survey. However, these prohibitions and requirements do not apply to hearing or vision examinations. The bill also exempts hearing or vision screenings and dental screenings and examinations from these prohibitions and requirements. **RSAI supported.**

HF 2398 Insurance for Public Officers Instead of Bond: allows a public officer that is required by law to obtain a bond (such as a school treasurer/SBO) to instead obtain an insurance policy in an amount not less than the amount of bond required. The insurance policy shall substantially comply with the requirements for official bonds, the State of Iowa shall be the beneficiary of the insurance policy, and the reasonable expenses of the insurance policy shall be paid by the local government that would otherwise pay for the reasonable expenses of a bond. Under prior law, action by a public officer in an official capacity without giving a required bond constituted grounds for removal from office. The bill instead allows a public officer without a required bond or insurance policy to be suspended from office until the bond or insurance policy is obtained. If the public officer fails to obtain a bond or insurance policy after a reasonable time following a suspension, the public officer may be removed from office. **RSAI supported.**

HF 2404 DHHS Provisions (including Mandatory Reporter Training Changes): Division IV makes changes to mandatory reporter training. Strikes the requirement that training be two hours and instead requires mandatory reporters to repeat core child abuse training curriculum and core dependent adult abuse training curriculum every three years. The bill strikes the provision that a one-hour course before the three-year period would extend the requirement for retraining another three years. Requires licensing bodies (such as BOEE) to require the completion of the core training curriculum as a condition for licensure. **RSAI did not lobby or register on this bill.**

HF 2465 Agriculture Unit Requirements Flexibility: creates flexibility regarding offer and teach requirements for Agriculture, CTE, Math and Science. **Science:** allows up to two of the five units of required science instruction to be related to agriculture, taught either through dedicated units of coursework or coursework meeting the requirements of career and technical education (CTE) course offerings. Specifies that such courses meet the offer and teach requirements for both science and CTE. Requires State Board of Education rules to implement this requirement. **Mathematics:** Allows up to two additional units of math to include instruction related to applied sciences, technology, engineering, or manufacturing (ASTEM), including transportation, distribution, logistics, architecture, and construction, which may be offered and taught through dedicated units of coursework or through CTE courses. Specifies that this flexibility only applies to the two additional math courses, not to the four sequential math courses required, which must still be offered and taught for accreditation. Specifies that such courses meet the offer and teach requirements for both mathematics and ASTEM. Requires State BOE rules to implement this requirement. **Charter Schools:** prohibits the State BOE from waiving content

standards allowing the use of agriculture coursework to meet science or math offer and teach requirements and requires charter schools be subject to and comply with these course requirements. **RSAI supported.**

HF 2487 Mandatory Reporter Requirements: adds grooming behavior to the list of inappropriate relationships with students for purposes of licensure violation. Changes the language in Iowa Code 256.160 (1)(a) regarding reporting to BOEE of behavior leading to the nonrenewal or termination of employment from a romantic relationship to a sexual or physical relationship with a student or grooming behavior toward a student. Also adds being on the premises or at a school-sponsored activity involving students while under the influence of possessing, using, or consuming illegal drugs, unauthorized drugs, or alcohol, or abusing a student, to the list of offenses which a district, AEA or accredited nonpublic school must report to BOEE.

Definitions: defines “grooming behavior” as any behavior, in light of all relevant circumstances, which constitutes actions to entice or entrap a student or students with the intent to make such student or students engage in a sex act. Defines “inappropriate relationship” as any of the following: 1) an unprofessional relationship for an educator to have with a student, 2) a sexual relationship, 3) a relationship in which sexual harassment or any form of physical or sexual abuse occurs, 4) a relationship that is not in compliance with generally accepted educational practices. Defines “misconduct” as an action disqualifying an applicant for a license or requiring the license of a person to be revoked or suspended in accordance with the rules adopted by the BOEE.

Process for Complaints: the bill strikes the language from HF 430 enacted in the 2023 Session, requiring the DE to develop an investigation process to instead move the language to Iowa Code 256.146 which is the BOEE now under the DE pursuant to state government reorganization also enacted in the 2023 Session. **New Provisions:** adds personal information regarding the investigation of non-licensed employees also be kept confidential. Adds a new requirement that if investigative information in the possession of the BOEE or its employees or agents indicates a crime has been committed by either a licensee or a non-licensed school employee, the board is required to report the information to the proper law enforcement agency. **RSAI registered as undecided.**

HF 2515 Therapist, Counselor, Social Worker Authorization from Another Jurisdiction: Prohibits the Board of Social Work (BSW) from requiring that supervised clinical experience include live or recorded direct observation of client interaction for an authorization from another jurisdiction to be effective in Iowa. Requires the BSW to adopt rules allowing an applicant licensed as a marital and family therapist or licensed mental health counselor under the laws of another jurisdiction to file an application with the Board for licensure by endorsement. Requires the applicant to disclose any public or pending complaints against the applicant in any other jurisdiction. Requires certain conditions, such as verifying the licensure in the other jurisdiction and showing similar license requirements in the other jurisdiction. **RSAI did not register or lobby this bill.**

HF 2539 Open Meetings Violations: excludes the gathering of a local government body that is hosted or organized by a political party, political candidate or civic organization from the definition of an open meeting. **Penalties:** increases penalties for each member of a governmental body participating in an open meetings violation to at least \$500 and no more than \$2,500 (prior thresholds were no lower than \$100 and no higher than \$500). Increases the penalties for such members if they knowingly participated

in a violation, not less than \$5,000 or more than \$12,500 (prior thresholds for a knowing violation no lower than \$1,000 or higher than \$2,000).

Member Actions to Prevent Damages in Current Code: Section [21.6](#) subsection 3(a) states that a member of a local government body shall not be assessed damages if the member did any of the following: 1) voted against the closed session, 2) had good reason to believe and in good faith believed facts which, if true, would have indicated compliance with all requirements of the open meetings law, 3) reasonably relied upon a decision of a court, formal opinion of the Iowa public Information Board (IPIB), attorney general, or attorney for the governmental body, given in writing, or as memorialized in the minutes of the meeting at which a formal oral opinion was given, or an advisory opinion of IPIB , the AG or attorney for the governmental body, given in writing. **RSAI registered as undecided.** Governor Reynolds vetoed this bill. See the Governor’s veto message [here](#)

[HF 2545](#) Core Curriculum, Social Studies and Statewide Literacy Plan: includes Div. I Comprehensive Review of Education Standards, Div. II BOE Core Curriculum Process, Div. III BOE Social Studies Standards Review, and Division IV Education Standards (including Civics) for 7th and 8th grades.

Division I Comprehensive Review of Education Standards: requires DE Director to conduct a comprehensive review of high school graduation requirements, core curriculum, and education standards. **Recommendations and Report:** requires recommendations for policy changes in a report, which must include: 1) a plan to regularly review and revise ELA, math, science, and social studies standards, with a focus on US History, western civilization and civics, 2) a plan to make Iowa’s standards the best in the nation, 3) input from relevant stakeholders including parents and teachers, 4) a plan to increase the quality of the instructional curriculum, 5) a plan to maximize local flexibility in graduation requirements and course offerings while maintaining a goal that all high school graduates have necessary skills at graduation, 6) identification of opportunities to equip high school graduates with sufficient knowledge of civics and US history, including principles reflected in the Constitution, so that high school students are capable of discharging the responsibilities associated with US Citizenship, 7) a statewide literacy plan to increase student proficiency using systematic and sequential approaches to teaching phonetic awareness, phonics, vocabulary, fluency and text comprehension, and a requirement that the statewide literacy plan shall address standards for practitioner preparation programs that promote evidence-based reading instruction and practical application that is direct, systematic, explicit, responsive, and consist of phonetic awareness, phonics, vocabulary, fluency and text comprehension. Requires that standards shall not include instruction or practical application designed to teach students using the instructional model commonly known as the three-cuing system. Also requires the core curriculum and standards must comply with [Iowa Code 279.74](#) regarding race and sex scapegoating and stereotyping and certain prohibited defined concepts.

Process Requirements of the Review: requires the review to provide the opportunity for public and interested stakeholder comments at each committee meeting and requires the director to collect and compile the comments. Requires the director to convene committees to assist in the review and provide recommendations in the subject area standards. DE director is required to determine the membership of each committee, but must include four legislators as nonvoting members (one senator from each party and one representative from each party appointed by legislative leadership). Requires the director submit an initial report by Dec. 31, 2024. The final report including policy changes is due to the Governor and Legislature by July 1, 2025.

Division II State Board of Education (BOE) Core Curriculum Process: requires the State BOE to adopt a core curriculum but does not require the adoption go through the official administrative rules review process (according to DE staff, this change in Iowa Code 256.7(26)(a) conforms with current process). Requires that State BOE to use the administrative rules review process for adopting high school graduation requirements. Requires rules adopted before the effective date of this Division remain effective until modified or rescinded by action of the State BOE.

Division III State BOE Social Studies Standards Review: requires the State BOE to review and revise core state social studies standards, with a focus on US History, government, founding philosophies and principles, important historical figures, western civilization, and civics. Requires the revised standards include all of the following, at a minimum:

- 1) US federal and republican form of government, including branches and structure of the US federal government, division of power between branches and between federal and state governments, a comparison to alternative forms of government and the crimes against humanity that occurred under communist regimes since 1917.
- 2) Rights and responsibilities of US and Iowa citizens, including civic virtues displayed in the lives of exemplary Americans.
- 3) History of US and Iowa, including
 - political, diplomatic and military history of US (including exemplary Americans important to such events), beginning with the discovery of the western hemisphere through the present, including but not limited to the founding fathers, the American Revolutionary War, the War of 1812, the Civil War, World Wars I and II, the Vietnam War, the Korean War, and the War on Terrorism, including the Sept. 11, 2001 attacks.
 - the founding of Iowa, famous Iowans and their involvement in important events in history.
 - secular and religious ideals and institutions of liberty, including political, religious, economic, social and cultural liberty, in western civilization, the US and the state of Iowa.
- 4) Exemplary figures and important events in western civilization, the US and the state of Iowa including but not limited to the history of ancient Israel, the free Greek city-states, the Roman Republic, the Roman Empire, medieval Europe, Columbus and the Age of Discovery, World Wars I and II and instruction related to the Holocaust and the Cold War.
- 5) Important historical and founding documents to the US and the State of Iowa, including but not limited to the Mayflower Compact, the Declaration of Independence, the Constitution of the US and amendments to the Constitution, the Federalist Papers, and the Emancipation Proclamation.

Requires the DE Director, or designee, to present the revised social studies standards to the State BOE for adoption on or before December 31, 2025.

Division IV Education Standards for Grades Seven and Eight: adds instruction related to civics in what must be taught in 7th and 8th grade social studies. This is the only mandate required of schools for the 2024-25 school year. *Any other actions that come out of State BOE will go through the normal public process. DE recommendations will most likely go back to a future legislature or through the State BOE before they can be enacted.*

RSAI was originally registered in support of the first version, which studied core curriculum and graduation requirements and was in support of another bill which included the removal of content standards from the Legislative Rules Review process. With the specific language in social studies and literacy, we changed our registration to undecided.

HF 2586 School Security Personnel/Armed School Staff: requires large districts (greater than 8,000 enrollment) to employ or retain the services of a school resource officer, a security officer employed by a private security business or by the district in schools serving 9th, 10th, 11th and/or 12th grade students, unless the school board votes not to. Encourages smaller districts to have such staff. Requires school security officers and staff to participate in annual live firearms scenario training and quarterly live firearms training approved by the Iowa Department of Public Safety (DPS).

Armed School Staff: allows school employees to be issued a permit, after completing required firearms training. Requires school security staff to complete one-time in-person legal training on qualified immunity and receive annual emergency medical training and communication training approved by DPS. Also requires annual live scenario training and quarterly firearm training for these staff.

Immunity: gives school employees qualified immunity from criminal or civil liability for all damages incurred due to the application of reasonable force at the place of employment. Requires the employee's identification be confidential and not a public record. This bill was further amended by HF 2652 to require the DPS to adopt administrative rules to administer this legislation.

Note: *this bill does not authorize school staff to individually decide to carry weapons on school grounds, but applies only if a school board enacts a policy authorizing staff to carry on school grounds. RSAI was undecided on this bill.*

HF 2612 Education Omnibus, including AEA, SSA and TSS: contains the following Divisions regarding AEA reform, teacher pay, education support staff pay, and SSA percentage of 2.5%.

- **Division I DE Oversight:** creates a Division of Special Education in the DE. Requires the DE to develop and distribute to school districts, nonpublic schools and AEAs a list of evidence-based professional development services that AEAs may provide to schools. Requires DE to oversee the operations of AEAs to ensure compliance with all special education state and federal laws beginning July 1, 2024.

Recommendations of the Special Education Support for Students at Nonpublic Schools Task Force Report from 2022: requires DE to implement the following:

- Develop and distribute to school districts and accredited nonpublic schools a process to facilitate IEP development and assist IEP teaches with decisions regarding a free appropriate public education (FAPE) and placement for students enrolled in accredited nonpublic schools,
- professional learning and support materials and tools for IEP team participants,
- information to IEP teams that nonpublic school placement is appropriate unless the IEP requires another arrangement,
- provide professional learning, support materials and tools for IEP teams (including students, families, teacher service providers and administrators at public and nonpublic schools) for understanding and meaningful consultation,
- provide information to IEP teams and public agencies that nonpublic school shall be considered a placement option so long as the IEP does not require some other arrangement,
- develop and distribute to school district professional learning and other materials for meaningful consultation for representatives of AEAs, school district, and accredited nonpublic schools.
- establish sustainable accountability and data collection systems related to special education to meet federal and state legal requirements and encourage innovative models to meet student needs, and

- develop and distribute to public and nonpublic schools an implementation plan related to identifying, evaluating and promoting strategies and models for providing special education and related services with accredited nonpublic schools that improve experiences and outcomes for students with disabilities.

Division of Special Education Employees: defines the 13 FTEs in the DE’s Des Moines office and requires no more than 40 DE FTEs in AEAs for compliance for the FY 2024-25 school year. Requires, as determined by the Division of Special Education, state employees not exceeding 40 total FTEs to be distributed commensurate with school district enrollment in the AEAs to ensure compliance with all applicable federal and state laws related to special education. (See Education Appropriations Bill for final FTE count and appropriations to fund the Division.)

Division II General Provisions: adds to the AEA general intent statement the duty of the AEAs to improve student achievement and to close student achievement gaps. Establishes 9 AEAs throughout the state, under the general supervision of the DE director, except as otherwise provided in this chapter. Requires AEA Boards to be advisory. Allows districts to contract with an AEA for services. Allows AEAs to provide evidence-based professional development services either already on the list above or if the DE Director grants approval to the AEA. Makes conforming changes throughout Iowa Code 273 empowering or directing the AEA rather than the AEA board to provide services (e.g., AEA shall assist in facilitating interlibrary loans of materials between school districts and other libraries.) Allows AEAs to provide services to districts/nonpublic schools within their boundaries or from a contiguous AEA. Also allows districts that share a superintendent to access services in one AEA. Requires AEA to charge reasonable costs consistent with current market rates for education services, special education services, PD services and media services. Requires an annual report by Jan. 1 to districts and nonpublic schools about the AEA programs and services provided and the costs associated with purchasing those programs and services.

Duties and powers of AEA boards: requires AEA boards to advise and consult with the AEA on policies and procedures for providing programs and services. Retains AEA authority to receive and expend money for providing programs and services, provide data and reports as directed by the DE Director, provide for advisory committees as necessary, and be authorized, subject to state BOE rules, to provide directly or via contract for special education, media services and educational programs and services requested by local boards of education, including approving contracts. Allows AEAs to cooperate and contract with each other and to lease, purchase or lease-purchase, operate and maintain property.

Requires AEA administrators’ salaries to not exceed 125% of the average salary of all superintendents of school districts located within the boundaries of the AEA at the time an employment agreement is entered into or renewed. Requires the AEA board to submit the AEA budget to the Director of the DE by March 1 annually, who approves the budget, and by March 15 submits it to the state BOE for approval.

Requires the AEA to submit quarterly reports to school districts receiving services, including a monetary accounting of payments the AEA received from the district, special education services provided by the AEA to the district, services provided under Part C of IDEA, child find services, and services provided to nonpublic and charter schools.

Requires the director of special education to be an employee of the DE. Prohibits the special education director from being an employee of the AEA, receiving compensation from the AEA, supervising or managing employees of the AEA or providing special education services for the AEA. Defines the director of special education's primary job duties and responsibilities to provide oversight of the AEA's special education services.

Changes AEA Board membership, requiring a majority of the board members to reside in the AEA boundaries and be elected by area school districts by director district. Requires four board members to be superintendents in districts in the AEA, appointed by the majority vote of superintendents in the school districts in the AEA. Allows the superintendent appointed to designate any individual to serve for all or the remainder of the superintendent's term. Requires a director district convention be called to elect a new board member to fill a vacancy, unless the vacancy is a superintendent, in which case, the replacement is appointed by a majority vote of superintendent of school districts within the AEA boundaries.

If accreditation deficiencies are not corrected, requires the DE Director to take one of two actions: 1) merge the deficient program with another AEA's program or 2) contract with another AEA or public educational institution for purposes of the program delivery (this provision is effective July 1, 2025). Requires the State BOE, in consultation with the Division of Special Education of the DE, to develop AEA Accreditation Standards in eighteen articulated areas and rules for accreditation (this provision is effective July 1, 2025). See pages 16 and 17 of [HF 2612](#) for more details.

Continues the requirement for the DE to establish teacher development academies if funds are allocated and adds the requirement that the academies be for nonpublic school-based teams, in addition to public school-based teams of teachers and instructional leaders.

- **Division II Task Force:** requires the Legislative Council to convene an AEA Task Force to study AEA's and make recommendations related to how to improve the outcomes of students who utilize services provided by AEA, the amount of compensation paid to AEA administrators, core services provided by AEA's and how best to fund services, including: 1) crisis response services, 2) media services for nonpublic schools, 3) professional development services, 4) cooperative purchasing, 5) regional planning partnerships, 6) CTE/Perkins services, 7) ESSA services, 8) special education equipment services. The Task Force is also required to study and make recommendations related to: 1) AEA facilities and property, 2) media, educational and special education services provided by each AEA, 3) what services AEA's schools provide, 4) current accountability measures applied to AEA's, 5) special education provided by the DE Division of Special Education, AEA's and school districts, 6) overall organizational structure that determines how special education services are provided to students in Iowa, 7) how AEA operation is overseen, 8) Accreditation standards for AEA's, 9) timeline for modifications to staffing numbers of AEA and transition of responsibilities related to oversight of AEA's. Specifies voting members of the Task Force (including various stakeholders from districts of various sizes, and includes one member appointed by the Governor, one appointed by the DE Director, and the chief administrator of Heartland AEA). See page 19 of [HF 2612](#) for a detailed list of required Task Force members. Also includes Senators and Representatives that are ex officio, non-voting members. Requires the findings reported by Dec. 31, 2024 and requires the report to include an examination and evaluation of the impact on AEA's and their operations and services made by this Act.

Continuous Improvement: requires each AEA to submit a report to the DE Director and General Assembly on or before Jan. 1, 2025, that contains the following information: 1) progress the AEA has made in reducing expenditures associated with administration, including chief administrators, directors and department heads, regional administration and regional and zone coordinators, district coordinators, and human resources and personnel management by at least 30% by July 1, 2026, 2) a proposal for the reorganization of services provided by AEAs to centralize some services provided by the AEAs, including media services and to create centers of excellence for other services, 3) progress the AEA has made to improve outcomes achievement by students receiving special education services and a description of how the AEA is focusing the money it receives on providing service in the classroom.

Transition Provisions: an accredited AEA remains accredited until the Division of Special Education (DSE) acts to remove accreditation after a review. Also requires the DSE to give preference to qualified personnel employed by the AEAs in hiring the division of special education director within each AEA.

- **Division III Funding:** beginning July 1, 2025, requires districts to spend 90% of Special Education Services funding for special education services contracted from an AEA. The contract between the AEA and the district for special education services shall not require the districts to describe the specific services the district will receive and shall not be limited by the amount of funding the school districts provide to the AEA.

Beginning July 1, 2024, requires DOM to deduct from school districts and pay to respective AEAs: 1) special education support services, 2) 40% of media services, 3) AEA TSS, 4) 40% of educational services, 5) amount due to AEA for shared operational functions. Beginning July 1, 2025, and each year thereafter, DOM shall deduct from school districts and pay to respective AEAs: 1) AEA TSS, and 2) amount due to AEA for shared operational functions. Requires DOM to apportion the \$7.5 million statutory deduction applied to funds retained by school districts and those the AEA would otherwise receive under this section.

Requires for fiscal years beginning on or after July 1, 2024, media services and educational services funds not required to be paid to an AEA may be used by the school district for any school district general fund purpose. Allows school districts to use media or educational services for special education support services. Eliminates the PD funding for AEAs. (Check Education Appropriations bill for the amount appropriated to DE to provide free mandated PD to school districts.)

The following chart summarizes the financial changes and timelines:

	Effective July 1, 2024	Effective July 1, 2025 and Beyond
Special Education	No change	All to schools, but 90% must be spent on AEA special education services. Schools may spend 10% either with AEA or elsewhere.
Media Services	60% to school districts and 40% to AEAs	100% to school districts
Educational Services	60% to school districts and 40% to AEAs	100% to school districts
AEA TSS	100% go AEAs	100% to AEAs
AEA PD	To DE for free mandatory PD for teachers	To DE for free mandatory PD for teachers
Shared Operational Functions	Amount due to AEAs	Amount due to AEAs
\$7.5 Million Statutory Reduction	Applied proportionally to both AEAs and School districts amounts	

- **Division IV Teacher Compensation and IPERS:**

IPERS Reemployment as a Teacher: allows teachers whose first month of retirement entitlement is July 2024 or later, but before July 1, 2027, to return to covered employment as a teacher after receiving one month of retirement benefits.

The Final Fiscal Note for HF 2612 includes the following background on IPERS and the bona fide retirement period:

“Background: The Internal Revenue Service (IRS) requires public pension plans to impose a bona fide retirement (BFR) period. A BFR period is a set time when retirees demonstrate that they have ended their employment and are entitled to retirement benefits. The standard BFR period for IPERS is four months. For the first month, the retiree must not work, regardless of whether the job is covered by IPERS. A retiree also must stay out of an IPERS-covered job for an additional three months. The current requirement to wait four months before returning to IPERS-covered employment means that from a practical standpoint, a teacher typically must wait one school year before returning to work. However, reducing the four-month waiting period to one month would allow teachers to retire and return to work in covered employment the following school year.

All regular members contribute 6.29% (40.0% of the total rate) of pay and employers contribute 9.44% (60.0% of the total rate), for a total contribution rate of 15.73% of pay. This provides enough contributions to fund the ongoing accrual of benefits (the normal cost rate) of 10.62% and the scheduled paydown of the Unfunded Actuarial Liability (UAL) (the amortization rate) plus a 1.84% margin that helps pay down the UAL more quickly. However, the 10.62% normal cost rate is an average across all regular members. The normal cost rate varies by age at hire, sex, and employer type (education, State, and other).”

Minimum Teacher Pay

Sets minimum teacher pay for July 1, 2024 at \$47,500 and sets the minimum salary for a teacher with at least 12 years of teaching experience at \$60,000. Defines “teacher” for purposes of the higher salary to include career teacher, model teacher, mentor teacher, or lead teacher. *Does not limit the years of experience to Iowa or require the experience be in public schools.* Increases that minimum to \$50,000 beginning July 1, 2025 and increases the minimum salary for a teacher with at least 12 years of teaching experience at \$62,000.

Requires DOM to categorize all districts into no more than 10 tiers according to each school district’s actual enrollment. Requires DOM to strive to include districts serving over 3,500 students together in tiers. Requires DOM to calculate the TSS based in part on the average required for the tier to meet the costs of the two minimums and employer costs of FICA and IPERS associated with the minimums. If, however, the TSS calculated for the tier is not sufficient to meet a school district’s cost of implementation, it requires DOM to set the district’s TSS at an amount necessary to meet the district’s minimum salary requirements and associated costs.

Repeats the process for the year beginning July 1, 2025.

Note on Adjustments: additional language in the Standings appropriations bill directed the DOM to include in the cost of meeting salary minimums the number of FTE teachers with 11 years’ experience (per BEDS staff data reporting on Oct. 1, 2023). The DOM also considered the number of nurses and counselors meeting the licensure requirements in the cost of meeting salary minimums. Adjustment to district’s total TSS according to these changes added another \$5 million statement. These increases are not included in a district’s Aid and Levy worksheet for the FY 2024-25 school year, but will be included in payments of state aid from DE.

For the budget year beginning July 1, 2026 and future years, TSS will include the TSS state aid associated with the SSA rate for the year. The following chart shows the range of TSS per pupil after the adjustments have been included, ranging from a low of \$699 to a high of \$2,852 per pupil. The State Cost Per Pupil for FY 2025 is \$671.05. The growth associated with all future TSS beginning July 1, 2026 will be the SSA percentage applied to the state cost per pupil (for example, if \$671 is the SCPP and the SSA is 3.0%, the increase will be $\$671.05 \times .03 = \20.13 , so every district’s TSSPP will grow by \$20.13.) *Thanks to DOM for the updated information following the adjustment.*

FY 2025 District Cost Per Pupil Amounts						
	Regular Program	Teacher Salary Supplement	Professional Development Supplement	Early Intervention Supplement	Teacher Leadership Supplement	
State Cost Per Pupil (SCPP)	7,826	671.05	76.00	82.78	377.74	
Minimum	7,826	699.19	49.95	55.18	377.74	
Maximum	7,966	2,852.23	104.70	126.80	377.74	
Range	140	2,153.04	54.75	71.62	0	
Districts at or below SCPP	223	0	178	208	325	
Districts above SCPP	102	325	147	117	0	

The historical reference, the following chart shows Iowa’s teacher pay minimum changes and appropriations since 1987:

Year	Program	Salary Minimum(s)	Appropriations	Notes
FY 1987	Educational Excellence	Increase from \$16,000 to \$18,000	\$81 million standing appropriation	Funding minimums (Phase I) plus experienced teacher pay (Phase II)
FY 1998	"	\$23,000 Minimum	\$11 million Phase I, \$42 million Phase II, \$27 million Phase III	Phase I for minimum pay. Phase II for experienced teacher pay. Phase III for PD.
FY 2001	Student Achievement Teacher Quality	\$28,000 Minimum.	Appropriation started at \$30 million, growing to \$210 million by 2009.	Average salary grew by 15% over this time. Included old Phase II + Basic Teacher Quality Salary. Included performance pay and 10 PD days, both later eliminated/ stalled at 2 days.
FY 2009	"	\$30,000 minimum		TQ rolled into the formula (became TSS and PD per pupil calculated based on FTE, then translated into a PP amount.)
FY 2014	Education Reform Act	\$33,500 minimum	Allocated \$50 million per year for grants beginning July 1, 2014, July 1, 2015 and July 1, 2016	Voluntary participation. Included TLC with additional pay for teacher leaders up to \$10,000.
FY 2016	"	"		All districts participate and TLC per pupil is rolled into the formula.
FY 2025	Teacher Pay, AEA and SSA HF 2612	\$47,500 beginning-11 year teachers and \$60,000 12 year teacher +	\$68 million in FN + \$5 million in Standings = \$73 million	Based on tiers by enrollment, average TSS PP increase, adjustment if below in the tier, +\$5 million to include teachers with 11 years experience in Oct. 2023 BEDS that would need higher minimum in FY 2025.
FY 2026	"	\$50,000 beginning-11 year teachers and \$62,000 12 year teacher +	\$101 million (FN + \$5 million)	Will repeat the process for FY 2026.

- **Division VI State Percent of Growth:** sets the SSA per pupil increase at 2.5 percent. Continues the property tax replacement payment. For the budget year beginning July 1, 2024, sets the property tax replacement payment at \$153 plus the adjustment to the regular foundation base per pupil percentage. The [Final Fiscal Note for HF 2612](#) provides the following:

“**Division VI — State Percent of Growth:** The Bill modifies and establishes provisions related to the funding of school districts, including establishing an SSA amount based on a State percent of growth rate and the categorical State percent of growth rate for the budget year beginning July 1, 2024 (FY 2025), and provides for other changes to the school aid formula. Division VI has three provisions with a fiscal impact, as follows: • Establishes a 2.50% State percent of growth rate to be applied to the State cost per pupil (SCPP) for FY 2025, for an SSA of \$191 per pupil. The growth rate will also increase the amount of each Education Savings Account (ESA). • Establishes a 2.50% State percent of growth rate to be applied to each of the State categorical cost per pupil amounts for FY 2025.

Provides additional property tax replacement funding based on the per pupil increase that results from the establishment of the State percent of growth in FY 2025. The Bill requires the additional levy portion of the FY 2025 SCPP amount to be frozen at \$685 per pupil, regardless of the per pupil increase for FY 2025. The Bill specifies that the current requirements that allowable growth rates must be enacted within 30 days of the transmission of the Governor’s budget submission, which is required by February 1 during the regular legislative session, do not apply to the Act.”

The Fiscal Note also includes the following table:

Figure 5 — FY 2025 School Aid Estimates

(Statewide Dollars in Millions)

State Percent of Growth		2.50%	Statutory AEA Reduction	\$	7,500,000
State Supplemental Aid	\$	191	Additional AEA Reduction		25,000,000
State Cost Per Pupil	\$	7,826	Total AEA Reduction	\$	32,500,000
Program Funding:		FY 2024	Est. FY 2025	Est. Change	% Change
Regular Program District Cost	\$	3,719.3	\$ 3,790.5	\$ 71.2	1.91%
Regular Program Budget Adjustment		5.4	15.5	10.0	184.37%
Supplementary Weighting (District)		120.7	128.3	7.6	6.29%
Special Education Instruction (District)		524.9	536.8	11.9	2.26%
Teacher Salary Supplement (District)		317.9	394.3	76.4	24.02%
Professional Development Supplement (District)		36.0	38.0	2.0	5.50%
Early Intervention Supplement (District)		39.1	41.3	2.2	5.56%
Teacher Leadership Supplement (District)		179.4	189.2	9.8	5.47%
AEA Special Ed Support District Cost		185.3	188.9	3.6	1.95%
AEA Special Ed Support Adjustment		0.6	0.8	0.3	44.03%
AEA Media Services		32.3	33.0	0.6	1.94%
AEA Ed Services		35.7	36.4	0.7	1.95%
AEA Sharing		0.2	0.2	0.0	2.47%
AEA Teacher Salary Supplement		18.2	18.6	0.4	2.22%
AEA Professional Development Supplement		2.1	0.0	-2.1	-100.00%
AEA Statewide State Aid Reduction		-29.6	-32.5	-2.9	9.96%
Dropout and Dropout Prevention		144.2	144.2	0.0	0.00%
Combined District Cost	\$	5,331.5	\$ 5,523.5	\$ 192.0	3.60%
Statewide Voluntary Preschool Program	\$	90.2	\$ 91.4	\$ 1.2	1.32%
State Aid:		FY 2024	Est. FY 2025	Est. Change	% Change
Regular Program	\$	2,078.3	\$ 2,105.4	\$ 27.1	1.30%
Supplementary Weighting		103.4	110.5	7.1	6.82%
Special Education Weighting		463.3	473.8	10.5	2.27%
Property Tax Adjustment Aid (1992)		6.8	6.5	-0.3	-4.39%
Property Tax Replacement Payment (PTRP)		114.8	126.8	12.0	10.49%
Adjusted Additional Property Tax - General Fund		24.0	24.0	0.0	0.00%
Statewide Voluntary Preschool Program		90.2	91.4	1.2	1.32%
State Aid from General Fund	\$	3,667.4	\$ 3,799.1	\$ 131.6	3.59%
Transfer from Economic Emergency Fund	\$	21.9	\$ 21.9	\$ 0.0	0.00%
*Excess from SAVE Fund		25.3	29.0	3.7	14.45%
Foundation Base Supplement (FBS)		5.7	9.7	4.0	69.30%
Total State Aid (Includes Non-General Fund)	\$	3,720.1	\$ 3,859.6	\$ 139.6	3.75%
Local Property Tax:		FY 2024	Est. FY 2025	Est. Change	% Change
Uniform Levy Amount	\$	1,091.5	\$ 1,140.9	\$ 49.3	4.52%
Additional Levy		592.4	593.6	1.2	0.20%
Total Levy to Fund Combined District Cost	\$	1,683.9	\$ 1,734.5	\$ 50.6	3.00%
Comm/Ind - Uniform Levy Adjustments		18.0	18.3	0.3	1.59%
Miscellaneous Information:		FY 2024	Est. FY 2025	Est. Change	% Change
Budget Enrollment		486,476	483,699	-2,777	-0.57%
State Cost Per Pupil	\$	7,635	\$ 7,826	\$ 191	2.50%
Number of Districts with Budget Adjustment		71	140	69	97.18%
Percentage of Districts with Budget Adjustment		21.85%	43.08%		
Statewide Category Totals	\$	592.7	\$ 681.4	\$ 88.6	14.95%
Property Tax Relief Payment Per Pupil		201	223	22	10.95%
Foundation Base Supplement Per Pupil		2	10	8	400.00%
Statewide AEA Funding		244.9	245.4	0.5	0.22%
Transportation Equity Fund		30.3	31.1	0.8	2.50%

Notes:

Totals may not sum due to data duplication and exclusion. For example, other funds are provided by State Aid but not included in the State Aid section because they are represented in the Program Funding section listed above. The Transportation Equity Program is not included in State Aid totals. The provision for minimum State Aid requires that the State provide at least \$300 per student.

Area Education Agencies (AEA)

*Secure an Advanced Vision for Education (SAVE) Fund

Sources: Department of Management (School Aid File), LSA analysis and calculations

- **Division VII Education Support Personnel Salary Supplement:** states that if funds are appropriated by the general assembly for the fiscal year beginning July 1, 2024 and ending July 1, 2025, funds shall be used to provide a funding supplement to each school district during the fiscal year to support education support personnel compensation. Requires school districts to report to the DE the number of education support personnel employed by the school district, as required by DE. Prorates the \$14 million appropriation by the quotient of the school districts' budget enrollment for the budget year beginning July 1, 2023, divided by the statewide total budget enrollment for the budget year beginning July 1, 2023. Defines "education support personnel" to mean regular and part-time employees of a school district who are not salaried. (See Standings Appropriations bill, which included the \$14 million appropriation for the year beginning July 1, 2024 only.) *Although it was included in an earlier version of the bill, this final version does not require a minimum hourly rate of pay for education support personnel.*
- **Division VIII:** specifies that the Iowa Code provisions of 25B.2 regarding unfunded mandates does not apply.
- To sum it up, with the increase in teacher pay and considering all investments in public schools, combined district cost grew by over \$192 million, which is a 3.6% increase.

HF 2612 AEA Reform was amended by [H-8237](#) and approved by the House, with 51 votes in favor, 42 opposed and 7 absent or not voting. (Republican Reps. Andrews, Cisneros, Dieken, Graber, Jeneary, G. Mohr, Rinker, Sorenson, C. Thomson voted no and two Republicans missed the vote.) The Senate agreed on March 26, 30 votes in favor and 18 opposed. (Republican Sens. Klimesh, Brown and McClintock joined the democrats to vote no and Sens. Salmon and Wahls were absent.) Governor Reynolds signed the bill on March 17.

RSAI Registration: RSAI was originally registered as opposed to the bill before the House amendment, despite the priority content for RSAI including a significant investment in teacher pay and additional changes to IPERS. With the reinstatement of education services and media services money to school districts, delayed timelines for implementation, a task force to study further implementation, and preservation of 100% of special education funds for AEAs in the 2024-25 school year and no less than 90% preserved for the 2025-26 school year, plus a significant investment in teacher pay and setting the SSA rate, RSAI changed our registration to undecided.

Additional Resources:

DE has a Frequently Asked Questions (FAQ) document on their website regarding implementation of HF 2612 requirements, which answers questions about TSS Calculations, Use of TSS Funds, Teacher Experience and Data, Education Support Salary Supplement, Special Education, Education and Media Services Funding. Find that here: <https://educate.iowa.gov/media/10344/download?inline>

If additional implementation questions arise, call RSAI staff or reach out to the following executive branch staff:

Questions

Additional questions can be directed to the resources below.

Topic	Name	Email	Phone
DOM TSS Calculation	John Parker	john.parker@iowa.gov	515-281-8485
Appropriate Uses of TSS or ESPSS Funds	Song Luong Jina Brincks	song.luong1@iowa.gov jina.brincks@iowa.gov	515-205-0259 515-313-5942
Teacher Experience and Teacher Eligibility	Jay Pennington	jay.pennington@iowa.gov	515-326-1017
BEDS and ESPSS Data	Shelly Neese Wolterman	shelly.neese@iowa.gov	515-336-3859
School Finance	Kassandra Cline	kassandra.cline@iowa.gov	515-326-2242

HF 2615 Postsecondary and Career Information: requires community colleges to publish a link to the Iowa student outcomes Internet site on the community college's website. (The Iowa student outcomes Internet site contains a compilation of data and information related to student success in secondary school, college readiness, postsecondary education, gainful employment, and adult literacy programs.)

Requires each school district to provide each student in grades 11 and 12 who has expressed an interest in postsecondary education with a link to the report prepared by the State Board of Regents that relates to the income and student loan debt of students who have completed a BA degree program at an institution of higher education under the control of the State Board of Regents and a link to the Iowa student outcomes Internet site. If the school district employs a college and career transition counselor or coordinator, such counselor or coordinator is responsible for providing these materials.

Provides that the supplementary weighting associated with a shared operational function in the area of a college and career transition counselor or coordinator shall not count toward the maximum amount of additional weighting for budget years beginning on or after July 1, 2024 (effectively exempts the college and career counselor or coordinator supplementary weighting from the 21-student cap.) Requires the state cost of any state mandate included in the bill is to be paid by a school district from state school foundation aid received by the school district under Iowa Code section 257.16 (this phrase basically invalidates the state's unfunded mandate statute without providing additional funding to pay for any costs associated with the legislation.) **RSAI was undecided.**

HF 2618 Literacy Initiative: Requires teacher preparation programs to administer the Foundations in Literacy test to students and report scores to the DE no later than by Aug. 1 annually. Requires the DE to compile a report and publish it on the DE's website. (Does not require students to have a passing score for either a diploma or license.) Requires schools to notify parents if their K-6 student is not proficient in reading, including the parent's authority to request retention of the student. Requires retention if the parent requests it. Requires the school to develop an individualized reading plan and continue with the plan until proficient through the 6th grade. **RSAI registered as undecided.**

HF 2652 School Security included new legislation regarding Radios, Safety, Firearms Detection, Security Officers and a Safety Task Force.

Radios: Authorizes schools to purchase mobile panic systems that can connect with public safety answering points and law enforcement (911). Requires schools to have a hand-held radio in each school building that can access public safety answering points.

Safety: Requires schools to do comprehensive safety reviews of school buildings. Requires safety reviews to be submitted to the state patrol and local police. Deems such reviews as confidential.

Firearms Detection: Allows SAVE fund to pay for gun detection technology. Requires that gun detection technology be certified as anti-terrorism technology by Homeland Security.

Guns: Instead of the grant program originally included, the final bill allows the use of professional development funds for training if a school board authorizes staff to carry guns.

Security Officers: Requires school board of districts with a total enrollment of at least 8,000 students to employ, or retain the services of, at least one private school security officer or school resource officer to guard each attendance center where students enrolled in grades 9, 10, 11 or 12 regularly attend classes, unless a majority of school board of directors of the school district vote to not employ or retain a private school security officer or a school resource officer. Requires those security personnel to participate in the annual live-scenario training and quarterly live-firearms training approved by the DPS.

Other: Requires the DPS, with the DE and the DHHS/DE, to establish a task force on school safety standards and requires a report by December 2024. Prohibits schools from issuing bonds for school building projects that are not in compliance with safety standards. Although the bill originally included an appropriation for a grant program, the final version allows the use of SAVE funds instead for technology and safety equipment but not for staff (which was already current law.) Requires schools to maintain infrastructure and requires infrastructure be approved as anti-terrorist. **RSAI was undecided.**

[HF 2653](#) Perry Use of Management Fund for Retention Incentive: in order to help Perry schools recover from a disastrous school shooting and further economic challenges of the closed Tyson plan, this bill allows the Perry Community School District to use no more than \$700,000 from the district's Management Fund balance, for teacher recruitment and retention during the 2024-25 school year. Prohibits the district from increasing the cash reserve levy in FY 2025 to recover the cash balance that is in the Management Fund. Repeals this special authority on July 1, 2025. Also waives multiple accreditation requirements for the district under the emergency declaration for the 2023-24 school year. **RSAI supported.**

[HF 2658](#) State Child Care Assistance Program Reimbursement Rates and Eligibility: requires DHHS to set half-day reimbursement rates for child care providers participating in the State Child Care Assistance (CCA) Program to at least the 65th percentile, but not more than the 80th percentile, of the 2023 market rate survey conducted by HHS to analyze and evaluate the market rate of child care services in Iowa. Also extended the HHS pilot program allowing children of certain full-time child care providers to qualify for the CCA Program until June 30, 2025. **RSAI did not lobby or register on this bill.**

[HF 2708](#) Cyber Security State Responsibilities: this bill addresses a much larger range of state government cybersecurity policies, but those impacting schools are in Section 45. Eliminates the Office of the Chief Information Officer (OCIO), and authorizes the Chief Information Officer to be housed under the Iowa Department of Management (DOM), and requires the CIO and DOM to adopt various information technology policies and procedures:

- Requires state and local governments to work together to modernize approaches and adopt best practices regarding cyber safety.
- DOM is required to create a local government reporting system, including a hotline for reporting cyber incidents and a method of reporting protections in place (multifactor authentication, event logging, data encryption, system recovery, use of .gov internet domain and related practices.)
- Authorizes DOM to establish a grant system to assist local governments contingent on an appropriation and authorizes DOM to charge fees.

- Requires the DOM to prioritize the procurement of cloud computing solutions and other information technology related services not hosted by the State and establishes requirements related to the procurement and use of cloud computing solutions.
- Requires that any administrative rule, regulation, order, or directive from the OCIO will remain in effect until amended, repealed, or affirmatively replaced by the DOM.

RSAI did not lobby or register on this bill.

Note for the next Session: Cyber safety, among other things, was included in the Governor’s staff’s rationale for a new state reporting system for schools, which was a standalone bill introduced by the Governor. Neither [HF 2542 Student Data System and Count Date](#) or [SF 2367](#) which was the Senate version advanced in the 2024 Session. **RSAI was registered opposed to these bills.**

SF 2096 Gender Balance Requirements for Appointed Bodies: Strikes Iowa Code 69.16A requiring gender balance on Iowa-appointed boards and commissions. Directly impacts the Iowa Autism Council, the Iowa Public Broadcasting Board and Advisory Committee, the Iowa Board of Educational Examiners, the TLC Commission and AEA Advisory boards. This bill does NOT strike this requirement for local boards: IC [69.16A](#) subsection 2:

“2. All appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law, shall be gender balanced as provided by subsection 1 unless the political subdivision has made a good faith effort to appoint a qualified person to fill a vacancy on a board, commission, committee, or council in compliance with subsection 1 for a period of three months but has been unable to make a compliant appointment. In complying with the requirements of this subsection, political subdivisions shall utilize a fair and unbiased method of selecting the best qualified applicants. This subsection shall not prohibit an individual whose term expires prior to January 1, 2012, from being reappointed even though the reappointment continues an inequity in gender balance.”

RSAI did not lobby or register on this bill.

SF 2109 Minor Driving Privileges: replaces the prior special minor’s license authorizing a license holder to drive to school and school-related activities, and to drive for farm-related work in certain circumstances, with the new special minor’s restricted license. Authorizes the DOT to issue a special minor’s restricted license that entitles a person between the ages of 14 and 18 (licensee) to drive between the licensee’s residence, school, and place of employment up to 25 miles, including for farm work and other work performed in accordance with Iowa Code chapter 92 (Child Labor) or more than 25 miles to attend a public school if the licensee resides within the public-school district. The DOT is required to prescribe a form for a licensee to be eligible to drive to work or alternative residences.

Requirements for eligibility:

- An applicant for a special minor’s restricted license must hold an instruction permit for at least six months,
- must have already successfully completed an approved driver education course prior to applying, and
- must submit a certification from the applicant’s school, including a public school, accredited nonpublic school, and both competent and independent private instruction providers, certifying the applicant is enrolled at the school for courses of instruction or extracurricular activities.

The DOT is prohibited from issuing a special minor's restricted license to an applicant if, during the six-month period immediately preceding the application, the applicant's driving privileges have been sanctioned, the applicant was at fault for causing an accident or collision, or the applicant has been convicted of a traffic violation. A licensee is generally not authorized to drive as part of the licensee's employment, but is authorized to drive for farm-related work. Prohibits a licensee from driving except for one hour before and after a school event or work shift, including farm work.

The special minor's restricted license retains previous prohibitions against transporting more than one unrelated minor as a passenger and using an electronic communication device or electronic entertainment device while driving. The DOT is required to suspend a special minor's restricted license for three months if the licensee violates the license restrictions, is at fault for causing an accident or collision, or is convicted of violating any other traffic law. The DOT is also prohibited from issuing an intermediate driver's license for three months beyond when a person would otherwise be eligible for the license, normally at age 16, under [Iowa Code Section 321.180B](#). Makes a violation of the license restrictions a moving violation. Moving violations may be considered for purposes of administrative suspension of a driver's license or to establish habitual offender status. A licensee who holds a special minor's license issued prior to July 1, 2024, may continue to operate a motor vehicle. However, a licensee is prohibited from driving to the person's place of employment until after the person's parent or guardian completes the newly required consent form.

A person who violates a restriction imposed on a special minor's restricted license commits a simple misdemeanor punishable by a \$70 scheduled fine. If a person is convicted of using an electronic communication device or electronic entertainment device and the violation results in injury or death, the person is subject to enhanced penalties. Under Iowa Code section 321.482A, if the violation causes a serious injury, a court could impose an additional fine of \$500 or suspend the person's driver's license for not more than 90 days, or both. If the violation causes a death, a court could impose an additional fine of \$1,000 or suspend the person's driver's license for not more than 180 days, or both.

RSAI did not lobby or register on this bill.

SF 2331 Publication Requirements for Official Publications: Most of this requirement is on newspapers, with only some things impacting local governments. Requires local governments to deliver minutes to newspapers within 15 days (rather than stating that minutes must be published within 15 days.) This is the notice that requires the publication of all bills/claims. Requires the newspaper of notice to have been published for at least one year (current law requires two years) and that the newspaper post the official notices on their website at no cost to the public, if they have a website. The link to the public postings must be conspicuous.

Requires the paper to post to a statewide notice site, if such a site exists, at no cost. Requires a statewide newspaper organization to maintain such a site (the Iowa Newspaper Association <https://inaneews.com/>) Allows the Association to charge a subscriber fee for interested individuals wanting alerts and reports of proceedings. (This provision is effective July 1, 2025) Prohibits a newspaper from charging a fee to a government body, as defined in section 22.1, for proof of publication of a public notice. States that a **local government satisfies public notice requirements** for a publication that was untimely or inaccurately published, or not published at all, by a newspaper, **if the government body timely and accurately posted the public notice:**

- on the official internet site of the government body,
- on the official internet site of all counties in which notice is required to be given to any person, and
- on the statewide public notice internet site established pursuant to section 618.3A if such an internet site exists.
- allows a county to publish on the internet if no newspaper meeting the requirements for official publication exists in the county or if a newspaper refuses publication.

Requires the newspaper to refund any money paid for notices not published in a timely manner.

Requires the Iowa Public Information Board (IPIB) to resolve disputes about notice publication between governments and newspapers. All other provisions of the bill, except for the Iowa Newspaper Association’s statewide notice site, are effective on enactment. **RSAI supported this bill.**

SF 2340 Illegal Reentry by Aliens — Arrest Prohibitions — Enforcement Immunity and Indemnification:

provides that a person who is an alien commits an offense if the person enters, attempts to enter, or is at any time found within the state if the person has previously been denied admission to or has been excluded, deported, or removed from the US, or the person previously departed from the US while an order of exclusion, deportation, or removal was outstanding.

The offense is an aggravated misdemeanor, except that the offense is a class “D” felony if the person’s removal was subsequent to a conviction for the commission of two or more misdemeanors involving drugs, crimes against a person, or both; or several other violations. An offense is a class “C” felony if the person was removed subsequent to a conviction for the commission of a felony.

Prohibits a peace officer from arresting or detaining a person for purposes of enforcing a provision of the Act if the person is on the premises or grounds of: a public or private primary or secondary school for educational purposes; a church, synagogue, or other established place of religious worship; a health care facility, provided that the person is on the premises or grounds of the facility or office for the purpose of receiving medical treatment; or a facility that provides forensic medical examinations to sexual assault survivors provided that the person is on the premises or grounds of the facility for purposes of obtaining a forensic medical examination and treatment.

RSAI did not lobby or register on this bill.

SF 2368 Charter Schools, Open Enrollment and Sale of School Property: this bill addresses the funding formula requirements for funding to follow students and the sale of real property by school districts.

Division I Funding Formula Following Students: requires money to follow students to charter schools (Iowa Code 256.E8) and via open enrollment (Iowa Code 282.18), including the current year state cost per pupil (SCPP). Current law requires the prior year state cost per pupil. Also requires current year categorical per pupil supplements of professional development supplement SCPP and early intervention supplement SCPP. (Teacher leadership and Compensation per pupil categorical funds follow students to charter school and receiving districts in current law, but PD and EICS are new requirements in this bill.) Requires ELL weighting generated by the student to be multiplied by the current year SCPP. Although the Governor’s bill also included a requirement for TSS to follow students, that was not included in the enacted version of the bill.

The following table shows which funds follow students either to charter schools or a neighboring school district via open enrollment:

Current Law Funds that Follow Students	Funds Following Students per SF 2368	Increase Compared to Current Law	Total \$ Following Students FY 2025
Prior Year State Cost PP	Current Year SCPP	\$191	\$7,826
TLC		No Change	\$ 378
HSAP (SCPP X 0.3=\$2,348)		No Change	\$2,348
	PD SCPP	\$ 76	\$ 76
	EICS SCPP	\$ 83	\$ 83
ELL Weighting (Intensive 0.26 or Intermediate 0.21)		No Change	\$203 \$164
Special Education Actual Costs		No Change	Varies and includes special education transportation
Transportation		No Change	Resident district may deduct transport cost for <200% FPL
Total Change Following OE/Charter Schools:		\$350 per pupil change	

Division II Sale of Property: requires school districts to post information on the district’s website including: 1) square footage of each school building owned by the school district, 2) enrollment capacity of each attendance center owned by the district, 3) how each school building owned by the school district is currently utilized by the district, and 4) school buildings owned by the district that are vacant. Prohibits a school board from entering into any agreement that prohibits the sale of real property to an educational institution.

Requires a school district to sell real property to an educational institution if the educational institution is the highest bidder. Defines “educational institution” to include: 1) a school district, 2) a nonpublic school, 3) a charter school, 4) a charter or innovation zone school, 5) an institution of higher education under the control of the state Board of Regents, 6) a community school, 7) a state training school, or 8) an accredited private college. Specifies that Iowa Code 25B.2 regarding unfunded mandates does not apply to this bill.

Division III Participation in Athletics: Virtual Charter Schools: specifies that students in virtual charter schools can participate in up to two extracurricular activities in their district of residence under the same conditions and requirements as the students enrolled in the district of residence. The district of residence may approve a student’s participation in additional activities. Requires the student to comply with the eligibility, conduct and other requirements relating to the activity that are required for any resident student who applies to participate or who is participating in the activity. Allows the district of residence to charge the virtual charter school up to \$250 per activity per semester. Specifies that for cocurricular activities, one semester equals one activity. Defines extracurricular activities to include interscholastic athletics, music, drama and any other activity with a general fund expenditure exceeding \$5,000 annually. Allows the district to charge the student a fee for participation equivalent to the fee charged to and paid in the same manner by resident students.

State Authorized Charter School Activities: allows a charter school that does not offer extracurricular activities to form an agreement with any public school, nonpublic school or other charter school to provide the activities to the charter school students. Requires a copy of the agreement to be sent to the appropriate organization defined in Iowa Code 280.13 not later than April 30 of the preceding year, unless exception is granted by the organization for good cause. Allows the organization to deny the agreement within 10 days of receipt. Requires the organization to determine whether an agreement would substantially prejudice the interscholastic activities of other schools. Allows an appeal of the denial by the charter school to the State Board of Education. The bill does not mandate that school districts partner with charter schools.

Charter School Boards: The legislature removed language included in the initial version of the bill which would have allowed non-Iowans to be charter school board members. RSAI supported removal of this provision.

RSAI opposed this bill.

SF 2370 Executive Rulemaking Process and Review: automatically rescinds administrative rules every five years unless the executive branch agency adopts the rules again. Requires a process of public notice and opportunity for oral comment. **RSAI did not lobby or register on this bill.**

SF 2385 State Government Boards and Commissions Reorganization: Division IX (Elimination and Mergers) is summarized in the [Fiscal Note](#) - eliminates and merges various boards and commissions and transfers their authority accordingly. This includes the elimination of the Public Employment Relations Board (PERB), whose duties are being transferred to the Employment Appeals Board. This action eliminated the position of Executive Director of the PERB, who has a salary that ranges from \$73,000 to \$112,000. **RSAI did not lobby on this bill.**

Note: [SF 2432](#) Economic Development Appropriations provided an increase of \$6,173 and 3.75 FTE positions compared to estimated FY 2024 for PERB. The appropriation is used for implementing the provisions of the Public Employment Relations Act (PERA) and for adjudicating and conciliating labor/management disputes involving public employers and employee organizations throughout the State. Requires an allocation of \$15,000 for the maintenance of a searchable website containing collective bargaining information, which is status quo funding. Source: LSA's [NOBA](#) publication. **RSAI did not lobby or register on this bill.**

SF 2391 Misbranded Food Product Policies: requires the DE and school boards to establish policies to prevent the purchase of a food product that is misbranded as a meat product or cultivated meat product defined in Iowa Code Section 137E.1 or an egg product as specified in Iowa Code Section 137A.4. **RSAI did not lobby or register on this bill.**

SF 2411 Work-based Learning: RSAI followed two specific divisions of this bill.

Division II CTE Credit for Work-based Learning: provides that instructional programs under Iowa Code section 256.11(5)(h)(1) related to CTE may include work-based learning. Allows instructional programs that include work-based learning to be provided when school is not in session. Authorizes BOEE to establish career and technical education cluster endorsements in the areas of agriculture, industrial technology, business, family and consumer sciences, health sciences, and information solutions. (Please see the Department's [Career and Technical Education and Work-based Learning Fact Sheet.](#))

Division III Student Teaching: Allows a student participating in a 14-week student teaching experience to be credited between 1 week and 10 weeks for prior work experience as a substitute teacher or a para-educator, including prior experience under the TPRA grant program, if the following conditions are met:

- BOEE has issued a substitute license, substitute authorization, or para-educator certificate to the student,
- Student's prior work experience took place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the student is being prepared, and
- Student bears the primary responsibility for planning, instruction, and assessment within the classroom during the student teaching experience.

Allows a student participating in a 14-week student teaching experience to be credited between 1 week and 14 weeks for work experience as a para-educator if the following conditions are met:

- BOEE has issued a para-educator certificate to the student,
- Student works as a para-educator for at least one-half of each school day during the student teaching experience,
- Student's work experience takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the student is being prepared, and
- Student bears the primary responsibility for planning, instruction, and assessment within the classroom during the student teaching experience.

RSAI was registered in support of these two divisions and specifically requested the ability to provide teacher apprentices credit for classroom experience to offset the otherwise 14-week student teaching requirement in Iowa law.

Appropriations Bills Impacting PK-12 Education

SF 2443 Standings Appropriations: *this bill was introduced, processed through appropriations committees, and approved in both chambers, all after midnight on Friday, the final day of the 2024 Legislative Session. Due to the timing, RSAI did not lobby or register on this bill.* Here are the provisions impacting education:

- A new appropriation of \$14 million for the 2024-25 school year (one-time funding) for additional compensation for education support personnel defined according to HF 2612. Requires these funds to be miscellaneous income. HF 2612 requires that the district apply for this funding and provide information requested by DE about educational support staff. The funding is distributed per pupil based on budget enrollment.
- Continues current practice of limiting standing appropriations
 - \$8.997 million for nonpublic school pupil transportation
 - Zero for state contribution to instructional support
- Requires proration of the \$7.5 million statutory reduction to AEA s be apportioned to school districts and AEAs based on how those funds are allocated after changes to AEA funding. Also continues the reduction of \$15 million and an additional \$10 million to AEAs, also prorated to AEA and district allocations accordingly. *NOTE: in the past, reductions to AEAs were applied to AEA state funding, which is special education, but allowed AEAs to use media and education services funding for special education purposes. Since media and education services money goes in part to school districts in the 2024-25 school year (60%), and totally in the 2025-26 school year, these funds will necessarily result in reduced special education resources.*

- Specifies that the 12-years of experience benchmark for the higher teacher pay minimum (\$60,000 for FY 2024-25 and \$62,000 for FY 205-26) is based on 12 years of experience as of July 1, 2024 and July 1, 2025 respectively.

RSAl did not register on this bill.

SF 2435 Education Appropriations, as approved by both chambers and finished on the final day of the Session. The following information comes from the Legislative Services Agency’s Notes on Bills and Amendments, known as the **SF 2435 NOBA. Division II: 2024-25 Appropriations-Department of Education**

- **Department of Education:** Appropriates \$434.1 million from the General Fund and 418.4 FTE positions. This is an increase of \$22.8 million and 67.3 FTE positions (62 of which are for the new Division of Special Education).
DE provides oversight, supervision, and support for the State education system, including all of the following, the last four of which were added to DE’s area of authority in the 2023 State Government Reorganization bill:
 - Public elementary and secondary schools.
 - Community Colleges.
 - Area Education Agencies (AEAs).
 - Elementary and secondary schools under the purview of the Department of Health and Human Services (HHS).
 - Nonpublic schools that receive State accreditation.
 - Teacher preparation programs.
 - *The Board of Educational Examiners.*
 - *The College Student Aid Commission.*
 - *The Iowa School for the Deaf Iowa.*
 - *Educational Services for the Blind and Visually Impaired (IESBVI).*
- The General Fund changes for appropriations to the DE and some status quo items include:
 - An increase of \$1,028,578 for the Department of Education Administration.
 - An increase of \$123,582 for Career and Technical Education Administration (serves as part of the overall maintenance-of-effort requirement to receive federal Perkins funding).
 - An increase of \$500,000 for Jobs for America’s Graduates (iJAG)
 - An increase of \$7,000,000 for General Aid for Community Colleges.
 - An increase of \$285,543 for the Iowa School for the Deaf.
 - An increase of \$119,851 for the Education Services for the Blind and Visually Impaired.
 - A new appropriation of \$10.0 million for a new Special Education Division under the Department of Education. (This provision was further amended by SF 2443 Standings Appropriations to state that the \$10 million and 62 FTEs for the Division of Special Education was for general supervision, oversight, compliance, employee salaries, support, maintenance and miscellaneous purposes within the AEA regions and DE main office.)
 - A new appropriation of \$2,176,458 for the establishment of the Professional Development fund in the DE to provide free mandated PD.
 - An increase of \$150,000 for the Future Ready Skills Workforce Grant Program
 - Maintains the current level of funding of \$3,383,936 to AEAs to provide mental health awareness training for educators and support mental health needs of students.
 - Maintains the current level of funding of \$650,000 to the Teach Iowa Scholar Program, which offers an income bonus or student loan repayment to recent graduates of teacher

prep programs who teach in eligible teaching fields, as designated by DE, at a school district or AEA for up to five years. To be eligible, teachers must graduate in the top 25% of their class within the teacher prep program and secure full-time employment in the coming school year at local school district or AEA in a designated teaching field.

- Maintains the current level of funding of \$23,927,005 for the Future Ready Iowa Skilled Workforce last-dollar scholarship program, which provides financial assistance to students attending community colleges or accredited private nonprofit institutions and enroll in program of study leading up to a postsecondary credential, aligned with a high-demand job as designated by Iowa Workforce Development or a community college (many teaching positions are on that list).
 - Maintains the current level of funding of \$520,000 to DE for the Mental Health Practitioner Loan Repayment Program.
 - Maintains the current level of funding of \$1,500,000 to UNI to recruit additional students to participate in educational opportunities that lead to teacher licensure.
- **Division IV Standing Appropriations including the Programs for At-Risk Children:** Limits the standing appropriation under Iowa Code section 279.51 for at-risk children to \$10,524,389 (overrides the General Fund appropriation of \$12,606,196 specified in Iowa Code section 279.51.) Prorates among the programs. (No change compared to FY 2024.)
 - **Division V State Program Allocation including the Student Achievement and Teacher Quality Program:** Maintains required allocations for FY 2025.
 - \$508,250 for issuance of National Board Certification awards per IC 256.44. Of this amount, not less than \$85,000 is used to administer the ambassador to education position per IC 256.45 (also known as the Iowa Teacher of the Year.)
 - \$728,216 for professional development requirements of chapter 284, including developing model evidence for teach quality committees and evaluator training (allows DE to use a portion of funds for administration of this requirement and up to 4 FTEs).
 - \$1,077,810 Teacher Development Academies.
 - \$50,000 Fine Arts Teacher Mentoring Program.
 - \$626,191 to DE for a Delivery System in conjunction with AEAs to assist with teacher career development and leadership (allows DE to use a portion of funds for administration of this requirements and up to 5 FTEs).
 - \$10,000,000 for High Needs Schools grants was again delayed a year, so requires appropriation beginning July 1, 2025 (allows no more than \$100,000 for DE administration and 1 FTE).

Other Policy Language

- **Division II:** requires the General Fund appropriation to DE for **Early Head Start** projects to be used for the implementation and expansion of Early Head Start pilot projects addressing the comprehensive cognitive, social, emotional, and developmental needs of children from birth to three years of age, including prenatal support for qualified families. Requires the projects to promote healthy prenatal outcomes and healthy family functioning, and to strengthen the development of infants and toddlers in low-income families.
- **Division II:** requires DE to provide **reading assessments** for prekindergarten through grade six to identify students not proficient in reading. Allows the DE to charge school districts for the cost of the assessment, which school districts may pay out of Early Intervention Funds. ([NOBA](#) states:

“Currently, the DE provides the assessments at no cost to schools. Local school districts use universal screening and progress monitoring assessments and store student performance data on a statewide database.”)

- **Division II:** allows unexpended monies from the **Iowa Reading Research Center**, from the nonpublic concurrent enrollment payments to community colleges, and from the Therapeutic Classroom Incentive Fund for FY 2025 to remain available for expenditure in FY 2026.
- **Division VI:** allows DE to transfer unencumbered or unobligated funds from the FY 2024 General Fund appropriation for the Therapeutic Classroom Transportation Claims Reimbursement to the **Therapeutic Classroom Incentive Fund** before the close of the fiscal year. Effective on enactment.

Division VII: Chronic Absenteeism Provisions: this division addresses chronic absenteeism and truancy.

- **Board Policy:** it requires school boards to have policies on truancy and attendance and either policies or rules regarding chronic absenteeism. Does not mandate that these concepts must be in the same policy. Allows attendance and truancy policies to be more stringent than required by Iowa Code. Requires the chronic absenteeism policies or rules to contain: 1) how the board of directors determines whether a child is chronically absent, 2) different interventions the board may use when a child is chronically absent, 3) different penalties associated with a child being chronically absent.
- **Exceptions:** requires the policies or rules not apply to students who have completed graduation requirements or attained a G.E.D, who are excused for sufficient reason by any court or record or judge, for absences while attending religious services or receiving religious instruction, who are unable to attend school due to a legitimate medical reason, or who have an IEP or 504 plan that affects attendance.
- **County Attorney:** requires the county attorney of the county where the school’s administrative office is located to be responsible for enforcement and requires any actions to be instituted in that county. Specifies that anyone who violates the terms of an absenteeism prevention plan or refuses to participate in a school engagement meeting commits a public offense. Does not allow truancy or chronic absenteeism to be the sole basis for a child in need of assistance (CINA) petition.
- **Definitions:** defines “truant” as a child of compulsory attendance age who has been absent from school, for any reason (after absences meeting exemptions are subtracted), for at least 20% of days or hours in the grading period. Defines “chronically absent” as absent from school for 10% of days or hours in a grading period established by the school (requires the local board policy or rules to not count absences meeting exemptions in calculating this 10% trigger for an individual student). “School official” means an employee of a public school whose job duties involve identifying children at risk for becoming chronically absent, creating interventions to limit the rate of student absenteeism and participating in the legal process related to student absenteeism.
- **Process for notification:** requires the school official to notify the county attorney (mail or email) and send notice by certified mail to child’s parent/guardian/legal custodian or to the emancipated minor, including information related to the child’s absences and the policies and disciplinary processes associated with additional absences. Specifies conditions under which the notice may be sent earlier, if the county attorney and school board agree on a number of absences to trigger the notification and if the number is included in the student handbook.
- **School Engagement Meeting:** if student is absent 15% or more of days/hours in the grading period (after subtracting absences that are exempt), requires the school official to attempt to find the cause for the absences and initiate and participate in a school engagement meeting, the

purpose of which is to identify barriers to attendance and determine appropriate interventions. Allows the school to initiate the meeting before 15%. Requires the child, the child's parent/guardian, and a school official to participate in the meeting.

Requires creation of the **absenteeism prevention plan** during this meeting, requires all to sign it, and get a copy. The plan must identify the causes and any future responsibilities for each participant. Requires the school official to monitor compliance, and requires the school official to contact the participants at least once each week during the remainder of the school calendar.

Allows the participants to initiate referrals to any series or counseling believed to be appropriate under the child's circumstances.

Allows the county attorney to initiate a proceeding if participants fail to enter into an absenteeism prevention plan, violate a term of the plan, or fail to participate in the school engagement meeting. Specifies that this process does not apply for students in home school (Independent Instruction or Competent Private Instruction).

- **Repeals Mediation Requirement:** Repeals Iowa Code 299.5A requirements for mediation agreement regarding truancy.
- **Unfunded mandate:** Specifies that districts must pay the cost of compliance with state foundation aid and states that no additional state foundation aid is necessary for full implementation.
- **Note:** *accredited nonpublic schools are required to have truancy and attendance policies but the provisions regarding chronic absenteeism do not apply to private schools or home school.*

Division VIII Open Enrollment: reinstates the March 1 open enrollment application deadline for 1-12 and Sept. 1 for kindergarten. Will apply to applications for open enrollment made after the enactment date of the bill (July 1, 2024). Adds truancy status as a reason for a receiving school board to discontinue an existing open enrollment and to further prohibit the truant student from open enrolling in the future. *Note: RSAI specifically requested reinstatement of the open enrollment deadline.*

Good Cause Exceptions: Specifies good cause exceptions (change in child's residence due to change in family residence, change in residence from one parent to another, change in the state in which the family residence is located, change in parents' marital status, guardianship or custody proceeding, placement in foster care, adoptions, foreign exchange program participation, initial placement of PK student in special education program requiring specially designed instruction, or participation in a substance use disorder or mental health treatment program, change in accreditation status of resident district, or permanent closure of a nonpublic school, revocation of a charter school contract, failure of negotiations or rejection of current whole grade sharing agreement or reorganization plan. Another code section creates exemptions from the deadline if a student is a victim of founded bullying or harassment in their district of residence). See DE's Open Enrollment Webpage for Circumstances which allow waiver of the application deadline <https://educate.iowa.gov/pk-12/educational-choice/open-enrollment>

DE's Open Enrollment Webpage <https://educate.iowa.gov/pk-12/educational-choice/open-enrollment> includes this list of good cause exemptions:

Good Cause Circumstances: The following circumstances are considered "good cause" and are acceptable conditions for a timeline waiver if the change occurred or began after March 1 (or September 1):

- Change in family district of residence
- Change in child's residence from one parent or guardian to the residence of a different parent or guardian
- Change in the state in which the family residence is located
- Change in the marital status of the student's parents resulting in a change in the resident district
- Change in guardianship or custody proceeding that results in a change in resident district
- Placement of the child in foster care resulting in a change of residence
- Adoption
- Participation in a foreign exchange program
- Initial placement of a preschool student in a special education program requiring SDI
- Participation in a substance abuse or mental health treatment program resulting in a change of residence
- Change in the status of a child's resident district such as removal of accreditation by the Iowa State Board of Education (State Board), surrender of accreditation, or permanent closure of a private school after March 1
- Revocation of a charter school contract as provided in section 256F.8
- Failure of district negotiations for whole grade sharing or the rejection of a whole grade sharing agreement after March 1*
- Failure of district negotiations for reorganization or rejection of a proposed reorganization plan after March 1*
- Failure of district negotiations for a dissolution agreement after March 1*
- Loss of accreditation or permanent closure of a private school after March 1

Circumstances not defined above that would be considered good cause (and subject to the approval of the board of the resident district and the board of the receiving district) include:

- Repeated student harassment that the resident district cannot adequately address or
- The child has a serious health condition that a school district cannot adequately address

Processes, Disputes and Appeals: Explains processes and requires DE mediation if there's a dispute. Parent may also appeal to the State Board of Education within 30 days of district denial to open enroll. The bill allows the parent to withdraw the open enrollment request at any time prior to the beginning of the school year, and allows student to return to the district of residence at any time during the school year.

Allows receiving district to prohibit a truant pupil from remaining enrolled and from enrolling in the district in the future. Requires the sending district to enroll that pupil.

Exempts requests to open enroll to virtual schools from the March 1 application deadline established in Division VIII.

DE's Open Enrollment Web Site <https://educate.iowa.gov/pk-12/educational-choice/open-enrollment> includes this chart which shows the new deadlines:

Deadline	Explanation
Applications to Approved Online Schools	The deadline does not apply to parents/guardians applying for their student to attend a public school district with an approved online school by the Iowa Department of Education.
June 30, 2024	Any application filed on or before June 30, 2024 will not require good cause for waiving the March 1 deadline. The receiving district may accept open enrollment applications for the 2024-2025 school year without approval from the resident school district.
July 1, 2024	Senate File 2435 takes effect. Applications for students grades 1-12 will be denied unless the parent or guardian is able to demonstrate good cause.
September 1	Application deadline for incoming preschool students who receive special education services requiring specially designed instruction (SDI) to open enroll for the current school year.
September 1	Application deadline for incoming kindergarten students to open enroll for the current school year.
September 2	Applications for incoming preschool students requiring SDI and kindergarten students will be denied unless the parent or guardian is able to demonstrate "good cause."
March 1	Application deadline for students in grades 1-12 to open enroll for the upcoming school year.
March 2	Applications for students grades 1-12 will be denied unless the parent or guardian is able to demonstrate good cause.

** If a parent/guardian moves and wishes for their student to continue at the original resident district under open enrollment (often known as the "continuation rule"), requests cannot be denied due to insufficient classroom space policies.*

DE's Open Enrollment Web page <https://educate.iowa.gov/pk-12/educational-choice/open-enrollment> includes links to many resources, including the 2024-25 Open Enrollment Application <https://educate.iowa.gov/media/10175/download?inline>, the 2024-25 Open Enrollment Handbook <https://educate.iowa.gov/media/10193/download?inline> and the 2024-25 Open Enrollment Transportation Assistance Requirements <https://educate.iowa.gov/media/10174/download?inline>.

Division IX DEI: defines diversity, equity and inclusion (DEI); diversity, equity and inclusion office; and public institutions of higher learning governed by the State Board of Regents. Prohibits such public institutions, except as required by federal law or accreditation standards from certain DEI activities and

prohibits public institutions from expending moneys on DEI-related activities. *(This division does not apply to public school districts.)*

Division XIV Open Enrollment State Aid: creates the option for school districts for whom the percentage of students enrolled in the school district as a result of open enrollment is equal to or greater than 45.0% of the total number of students enrolled in the school district, to request modified supplemental amount (spending authority) from the SBRC. School districts may be granted a modified FY 2025 supplemental amount (MSA). An MSA cannot be granted in an amount that exceeds 50.0% of the net change in the following resulting from open enrollment: difference between the district’s regular program district cost per pupil minus the regular program State cost per pupil, TSS district cost per pupil, PD supplement district cost per pupil, and Early intervention/Class size supplement district cost per pupil.

Requires a public hearing and the publication of a notice of public hearing to be done prior to the request. Prohibits districts from increasing the combined property tax rate for FY 2026 due to an MSA if doing so would cause the school district levies’ for the budget year to exceed the combined property tax rate for FY 2025. A school district is not eligible for additional MSA if a majority of the students open enrolling into the district are students receiving online instruction from a private provider under Iowa Code section 256.43. Specifies school districts are only eligible for the open enrollment MSA in FY 2025.

The LSA estimates granting MSA associated with this request would increase school district spending authority statewide by an estimated total of \$1.9 million beginning with FY 2025.

RSAI was registered as undecided on this bill but had specifically lobbied in support of reinstating the open enrollment deadline, opposed another bill which included Chronic Absenteeism financial penalties, lobbied in support of the \$10 million annual appropriation for High Needs Schools and was registered in support of a bill which provided additional MSA for districts with significant open enrollment into the district.

Tax Bills

SF 2442 Income Tax Reduction: Division I Individual Income Tax accelerates the reduction of a flat tax rate and lowers the rate to 3.8% which first applies to the 2025 Tax Year. The individual income tax rates of SF 2442 are expected to reduce income taxes and state General Fund revenues and school income surtaxes as reported in the [Fiscal Note](#):

Fiscal Year Impact	Income Tax / State General Fund Reduction	School Income Surtax Reduction
FY 2025	\$382.5 million	\$8.1 million
FY 2026	\$605.3 million	\$15.0 million
FY 2027	\$97.0 million	\$2.4 million
FY 2028	\$96.8 million	\$2.4 million
FY 2029	\$99.5 million	\$2.5 million
FY 2030	\$102.4 million	\$2.5 million

School boards will have the option during the budgeting process to set a higher income surtax rate to generate the same revenue or to shift the impact to local property taxes. Income surtax are used to

offset what would otherwise be property taxes for the instructional support levy (ISL) or the physical plant and equipment levy (PPEL).

Division II Targeted Jobs Withholding Credit: estimated state general fund impact in FY 2025 of \$120,000 increasing to \$960,000 by FY 2023.

Division III Franchise Tax Changes: fiscal impact cannot be determined

Division IV Property Tax Procedures:

- Changes the deadline for political subdivisions to file report with DOM from March 15 at 4:00 p.m. to March 5 containing all necessary information for DOM to compile and calculate amounts required to be included in the statements sent out to property tax owners and taxpayers in that subdivision. If a city or county fails to meet the deadline, that city's or county's tax levy is limited to the previous year's budget amount.
- Changes the deadline for county auditors to send an individual statement containing information related to property taxes from March 20 to March 15.
- Changes the property tax statements examples to require assessment value of \$300,000 for residential property and 110% of residential and commercial property in the current fiscal year compared to budget year. Requires future statements to include a percent change in property taxes owed from the current fiscal year example to the budgeted year example. Requires all statements include a link to DOMs Internet site.

RSAI did not register on this bill.

SJR 2004 Proposed Constitutional Amendment Single Rate for Individual Income Taxes: proposes an amendment to the Constitution of the State of Iowa requiring a single rate for individual income taxes. Upon ratification of the Joint Resolution, a tax on income or based upon income for an individual shall be imposed at a single rate if imposed, and shall not be imposed at a graduated rate for individuals. The Joint Resolution will be published and then referred to the next General Assembly (91st which would include both the 2025 and 2026 Legislative Sessions) for adoption before being submitted to the electorate for ratification. **RSAI opposed this joint resolution.**

HJR 2006 Proposed Constitutional Amendment Two-Thirds Majority Vote Required for Certain Tax Law Changes: proposes an amendment to the Constitution of the State of Iowa for certain state tax law changes. Upon ratification of the Joint Resolution, a bill that increases the individual or corporate income tax rate, or the rate of any other type of tax based upon income or legal and special reserves, will require approval of two-thirds of members of both the Iowa House and Senate. A bill that proposes a new tax on any type of income or legal and special reserves imposed by the state would also require the 2/3rds vote. A lawsuit challenging the proper enactment of a bill increasing tax rates or enacting a new similar tax must be filed within one year of enactment. If a lawsuit is not filed within the one-year limit, the bill shall be considered properly enacted under the requirements of the Joint Resolution. The Joint Resolution will be published and then referred to the next General Assembly (91st which would include both the 2025 and 2026 Legislative Sessions) for adoption before being submitted to the electorate for ratification. **RSAI opposed this joint resolution.**

Connecting with Legislators and Candidates in an Election Year

Connecting with Legislators: Most legislators stop regularly checking their legislative email during the Interim, so it's important to get their home contact information to use from now until the 2025 Session starts. Find legislator contact information at home from the Legislative Website at: <https://www.legis.iowa.gov/legislators>. Find out who your legislators are through the interactive map or address search posted on the Legislative Website here: <https://www.legis.iowa.gov/legislators/find>. the

Connecting with Candidates: Iowa Secretary of State's office recently published this final list of candidates on the ballot for the Nov. 5 General Election (all House of Representatives seats and about half of Senate seats). This listing includes addresses, phone numbers and emails for candidates.

- Iowa Sec. of State Candidates list:
<https://sos.iowa.gov/elections/pdf/Candidates/generalcandidatelist.pdf>

RSAI Advocacy Resources: Check out the RSAI Website at <https://www.rsaia.org/2024-legislative-session.html> to find Advocacy Resources such as Position Papers, RSAI Weekly Legislative Recap Reports and Videos, RSAI Calls to Action when immediate advocacy action is required, testimony presented to the State Board of Education, the DE or any legislative committee or public hearing, and links to fiscal information that may inform your work. Be sure to review the [2024 RSAI Advocacy Handbook](#), which is also available on the RSAI website.

Contact us with any questions, feedback or suggestions to better prepare your advocacy work:

*Margaret Buckton, RSAI Professional Advocate, margaret@iowaschoolfinance.com, 515.201.3755 Cell

*Dave Daughton, RSAI Grassroots Advocate, dave.daughton@rsaia.org, 641-344-5205 Cell

Provisions of SF 2435 Chronic Absenteeism/Truancy

Senate File 2435, p. 22

close of the succeeding fiscal year. Any moneys appropriated pursuant to this subsection that remain unencumbered or unobligated after the completion of payments under section 256.25A, subsection 1, paragraph "a", may be deposited in the therapeutic classroom incentive fund created in section 256.25, as determined by the department.

Sec. 13. EFFECTIVE DATE. This division of this Act, being deemed of immediate importance, takes effect upon enactment.

DIVISION VII CHRONIC ABSENTEEISM

Sec. 14. Section 299.1, Code 2024, is amended to read as follows:

299.1 Attendance requirements — attendance policies.

1. Except as provided in [section 299.2](#), the parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age shall cause the child to attend some public school or an accredited nonpublic school, or place the child under competent private instruction or independent private instruction in accordance with the provisions of chapter 299A, during a school year, as defined under section 279.10.

2. *a.* The board of directors of a public school district or the governing body of an accredited nonpublic school shall set the number of days or hours of required attendance for the schools under its control.

b. The board of directors of a public school district or the governing body of an accredited nonpublic school may, by resolution, require attendance for the entire time when the schools are in session in any school year ~~and~~.

3. ~~The board of directors of a public school district shall adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school related to absenteeism and truancy. The policy may contain attendance requirements that are more stringent than the attendance requirements established under this chapter.~~

4. *a.* The board of directors of a public school district shall adopt a policy or rules relating to children who are chronically absent. The policy or rules must contain provisions that clearly explain all of the following:

Notes Buckton 8/5/24

(Underline is new language amended into existing Code, ~~striketrough~~ is deletion from current Code. New Subsection or strike and replace is final language in Code.)

Notice public school board and governing body of nonpublic school define days/hours (*state sets minimum for school calendar, but not necessarily for individual students.*)

← *Does this existing Code section have any impact or grant some local control?*

- 1) Requires board policy on absenteeism and truancy (can be more stringent)
- 2) Requires board policy or rules on chronic absenteeism. Specifies required policy or rules elements:

(1) How the board of directors determines whether a child is chronically absent.

(2) The different interventions that the board of directors may use when a child is chronically absent.

(3) The different penalties associated with a child being chronically absent.

b. The policy or rules adopted by the board of directors of a public school district pursuant to paragraph "a" must not apply to any child:

(1) Who has completed the requirements for graduation in a public school district or has obtained a high school equivalency diploma under chapter 259A.

(2) Who is excused for sufficient reason by any court of record or judge.

(3) While attending religious services or receiving religious instructions.

(4) Who is unable to attend school due to legitimate medical reasons.

(5) Who has an individualized education program that affects the child's attendance.

(6) Who has a plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, that affects the child's attendance.

Sec. 15. NEW SECTION. 299.1C County attorney.

The county attorney of the county in which the public school's or accredited nonpublic school's central administrative office is located shall be responsible for the enforcement of this chapter, as described in this chapter. Actions instituted by a county attorney pursuant to this chapter shall be instituted in the county in which the public school's or accredited nonpublic school's central administrative office is located.

Sec. 16. Section 299.6, subsection 1, unnumbered paragraph 1, Code 2024, is amended to read as follows:

Any person who violates ~~a mediation agreement under section 299.5A~~ the terms of an absenteeism prevention plan entered into under section 299.12, who is referred for prosecution under section ~~299.5A~~ 299.12 and is convicted of a violation of any of the provisions of ~~sections 299.1 through 299.5~~, who violates

Items 1-3 are required elements of the policy or rules.

Little "a" is chronic absenteeism policy

Exceptions: chronic absenteeism local policy or rules must not apply to any child who has:

- 1) Completed grad requirements
- 2) Excused by a court/judge
- 3) Attending religious services/instruction
- 4) Legit medical reasons
- 5) IEP or 504 plan that affects the child's attendance

(Consider equity issues and definitional implications of how these exceptions may impact students.)

County Attorney: County of district admin location is responsible for enforcement.

Any person who violates the prevention plan, or is referred for prosecution and convicted per 299.1 – 299.5 (this whole new law) OR who refuses to participate in the school engagement meeting commits a public offense.

any of the provisions of [sections 299.1 through 299.5](#), or who refuses to participate in ~~mediation under section 299.5A~~ a school engagement meeting under [section 299.12](#), commits a public offense.

Sec. 17. Section 299.8, Code 2024, is amended to read as follows:

299.8 "Truant" defined.

Any child of compulsory attendance age, to whom the ~~exceptions described in section 299.1, subsection 4, paragraph "b", or section 299.2 do not apply, who fails to attend school as provided in [this chapter](#), or as required by the school board's or school governing body's attendance policy, or who fails to attend competent private instruction or independent private instruction under [chapter 299A](#), without reasonable excuse for the absence~~ has been absent from school, for any reason, for at least twenty percent of the days or hours in the grading period, shall be deemed to be a truant. A finding that a child is truant, however, shall not by itself mean that the child is a child in need of assistance within the meaning of chapter 232 and shall not be the sole basis for a child in need of assistance petition.

Sec. 18. Section 299.11, subsection 2, Code 2024, is amended to read as follows:

2. The truancy officer shall promptly institute proceedings against any person violating any of the provisions of sections 299.1 through ~~299.5A~~ [299.5](#).

Sec. 19. Section 299.12, Code 2024, is amended by striking the section and inserting in lieu thereof the following:

299.12 Failure to attend.

1. *Definitions.* As used in this section:

a. "*Chronically absent*" means any absence from school for more than ten percent of the days or hours in the grading period established by a public school.

b. "*School official*" means an employee of a public school whose job duties involve identifying children who are at risk for becoming chronically absent, creating interventions to limit the rate of student absenteeism, and participating in the legal process related to student absenteeism.

2. *Chronic absenteeism.*

Truant Defined: child of compulsory attendance age who is absent for at least 20% of hours of the grading period for any reason (except for the stated exceptions above)

Chronically Absent Defined: missed 10% of the grading period (after exceptions)

School official: employee with job duties defined



a. When a child becomes chronically absent, a school official shall send a notice by ordinary mail or electronic mail to the county attorney of the county in which the public school's central administrative office is located, and a notice by certified mail to the child's parent, guardian, or legal or actual custodian of the child, if the child is not an emancipated minor, or to the child, if the child is an emancipated minor, that includes information related to the child's absences from school and the policies and disciplinary processes associated with additional absences.

b. A school official may send the notice described in paragraph "a" prior to a child at risk of becoming chronically absent if all of the following requirements are satisfied:

(1) The county attorney of the county in which the public school's central administrative office is located and the board of directors of the public school agree to the amount of absences that will lead to the school official sending the notice.

(2) The amount of absences that will lead to the school official sending the notice is described in the school's student handbook.

3. *School engagement meeting.*

a. (1) If a child is absent from school for greater than or equal to fifteen percent of the days or hours in the grading period, a school official shall attempt to find the cause for the child's absences and shall initiate and participate in a school engagement meeting. The purpose of the school engagement meeting is to identify the child's barriers to attendance and the interventions that may be used to improve the child's attendance.

(2) A school official may initiate and participate in a school engagement meeting as provided in subparagraph (1) prior to a child being absent from school for greater than or equal to fifteen percent of the days or hours in a school calendar.

b. All of the following individuals shall participate in the school engagement meeting:

(1) The child.

(2) The child's parent, guardian, or legal or actual custodian, if the child is not an emancipated minor.

Chronic Absenteeism Process:

Send notice by ordinary or email to county attorney.
Send notice by certified mail to parent. . .

Notice includes info about child's absences and policies and disciplinary processes associated with additional absences. (in some cases, presumable no disciplinary action, such as a student out for two months with surgery and recovery. . .)

School may send THE NOTICE earlier if

- 1) county attorney agrees and
- 2) provisions of notice are in the student handbook

(Doesn't preclude earlier and or regular notice of attendance and encouragement to get to school, or other process to identify barriers, etc.)

School Engagement Meeting (SEM):

Triggered at 15% of days/hours in grading period:

- 1) school official attempts to find causes
- 2) initiates and participates in the SEM
- 3) Purpose: to ID barriers to attendance and ID interventions

School official may initiate the SEM earlier

Requires specific attendees:

Child, parent/guardian, school official



(3) A school official.

c. (1) During the school engagement meeting, the participants shall create and sign an agreement that shall be known as an absenteeism prevention plan. Each participant signing the absenteeism prevention plan shall receive a copy of the plan. The absenteeism prevention plan shall identify the causes of the child's absences and the future responsibilities of each participant related to the child's attendance.

(2) A school official shall monitor the participants' compliance with the terms of the absenteeism prevention plan. The school official shall contact the participants at least once each week during the remainder of the school calendar to monitor the performance of the participants under the plan.

d. During the school engagement meeting, the participants may initiate referrals to any services or counseling that the participants believe may be appropriate under the circumstances to improve the child's attendance.

e. If the participants in the school engagement meeting fail to enter into an absenteeism prevention plan, or if the child or the child's parent, guardian, or legal or actual custodian violates a term of the absenteeism prevention plan or fails to participate in the school engagement meeting, the county attorney may initiate a proceeding under section 299.6.

f. This subsection is not applicable to a child who is receiving competent private instruction or independent private instruction in accordance with the requirements of chapter 299A.

Sec. 20. Section 299.13, Code 2024, is amended to read as follows:

299.13 Civil enforcement.

A person shall not disseminate or redisseminate information shared with the person pursuant to section ~~299.5A~~ or ~~299.12~~, unless specifically authorized to do so by ~~section 217.30~~, ~~299.5A~~, or ~~299.12~~. Unless a prohibited dissemination or redissemination of information is subject to injunction or sanction under other state or federal law, an action for judicial enforcement may be brought in accordance with this section. An aggrieved person, the attorney general, or a county attorney may seek judicial enforcement of the

During SEM,

Create an **absenteeism prevention plan**. Everyone gets a copy. Includes causes of absences and assigns responsibilities.

School official monitors compliance with the terms of the prevention plan.

School official contacts participants weekly for the rest of the year to monitor.

May initiate referrals to other services/counseling.

If folks fail to enter into the prevention plan (does this include the school official?) or if the child or parents violate a term of the plan or fail to participate in the SEM, the county attorney **may** initiate proceedings.

Doesn't apply to home school

Conforming code sections removing mediation references (299.5A)

requirements of [this section](#) in an action brought against the public school or accredited nonpublic school or any other person who has been granted access to information pursuant to ~~section 299.5A~~ or [299.12](#). Suits to enforce [this section](#) shall be brought in the district court for the county in which the information was disseminated or redisseminated. Upon a finding by a preponderance of the evidence that a person has violated this section, the court shall issue an injunction punishable by civil contempt ordering the person in violation of this section to comply with the requirements of, and to refrain from any violations of ~~section 299.5A~~ or [299.12](#) with respect to the dissemination or redissemination of information shared with the person pursuant to ~~section 299.5A~~ or [299.12](#).

Sec. 21. REPEAL. Section 299.5A, Code 2024, is repealed.

Sec. 22. STATE MANDATE FUNDING SPECIFIED. In accordance with section 25B.2, subsection 3, the state cost of requiring compliance with any state mandate included in this division of this Act shall be paid by a school district from state school foundation aid received by the school district under section 257.16. This specification of the payment of the state cost shall be deemed to meet all of the state funding-related requirements of section 25B.2, subsection 3, and no additional state funding shall be necessary for the full implementation of this division of this Act by and enforcement of this division of this Act against all affected school districts.

Repeals mediation code section (299.5A)

The state aid that goes to schools is deemed sufficient to pay the costs of full implementation of this act. *(Does this mean the county attorney can bill the school for court costs?)*

Our county attorney advised us that Iowa Code says hand delivery -- with signature acknowledging receipt - meets the requirement to send vis certified mail

Thoughts: There is local discretion in creating the policy or rules, defining the grading period, but what about other exceptions? Coding from DE will identify students participating in school activities as in attendance. What about student participating in important but non school activities? What about high achieving students involved in national dance competitions, national spelling bee, or other non-school activities?

ESSER state plan may also include suspensions in the number of absences (suspensions are not listed as an exception in the new law, so will count for determine 10% and 15% thresholds). Does this include only out of school suspensions? There is no open enrollment deadline for enrolling in an online school.