



# IOWA DEPARTMENT OF EDUCATION

## 2013 Legislative Session – Statute Changes Affecting Schools

July 8, 2013

### Overview

The Iowa Department of Education is pleased to provide a summary of the statute changes resulting from the 2013 legislative session that impact education policy in Iowa. As Governor Branstad and others have said, this was truly a historic session with many sweeping changes that will have a long-term, positive impact on education in our state.

With change often comes uncertainty. As the interim director of the Iowa Department of Education, my goal is to provide you with timely, thorough, and accurate information to minimize this uncertainty and to maximize your ability to take advantage of new opportunities. I know that all of us at the Iowa Department of Education share this goal and are committed to providing all education stakeholders the support they need to be successful.

Given the number of changes, this summary is longer than in previous years. Also, several changes that will require additional guidance from the Department are noted throughout this document. Each section has been linked to the actual legislation for your further reference, and a table of contents has been included on page 2 to help you navigate this document.

The Department and I look forward to working with you as we begin to implement these new changes and continue our work to ensure that all students in Iowa receive a world-class education.

Yours in Service,

A handwritten signature in cursive script, reading "D.T. Magee".

D.T. Magee  
Interim Director  
Iowa Department of Education

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## 2013 Policy Changes

### [HF 215 Education Reform](#)

#### Division I: School District Funding

The “**State Percent of Growth**” is two percent for FY 2014 and four percent for FY 2015. The supplemental state aid amount per pupil for FY 2014 is \$120 and for FY 2015 is \$245. The difference between the new term “supplemental state aid” and the prior term “allowable growth” is that this increased aid is entirely state funding with no property tax impact.

The “**Categorical State Percent of Growth**” is two percent for FY 2014 and four percent for FY 2015. This percentage will be used to calculate the supplemental state aid increase for the teacher salary supplement, the professional development supplement, and the early intervention supplement.

There will be a one-time “**School District Funding Supplement**” for FY 2014 that is equal to two percent of the Regular Program State Cost (RPSC) per pupil for the 2012-13 school year, or \$120, times the budget enrollment for FY 2014. This school district funding supplement is miscellaneous income; carryover does not revert, and it is paid in the same manner as foundation aid beginning with the September 2013 state aid payment.

#### **Property Tax Replacement Payments**

A new structure is established in which the state will pay what would otherwise be the property tax impact of State Percentage of Growth. This calculation is shown on your aid and levy worksheet.

#### Division II: School District Funding Terminology

The familiar term “**Allowable Growth**” is changed to “**Supplemental State Aid.**” The legislation defines “Supplemental State Aid” as the amount by which state cost per pupil and district cost per pupil will increase from one budget year to the next budget year. This change is effective for school budget years beginning July 1, 2014.

#### Division III: Iowa Learning Online

The Department received an appropriation of \$1.5 million for each of the next three fiscal years (FY2014-FY2016) to expand its virtual learning program, Iowa Learning Online (ILO). Districts and accredited nonpublic schools will have increased access to a wide curriculum of quality, Iowa Core-aligned online courses through ILO. The funds will allow ILO to expand its curriculum offerings to include all “offer and teach” curriculum requirements for grades 9-12. The funds also will allow ILO to expand its teaching staff and infrastructure to serve students statewide. The Department will establish a fee structure to cover continuing program costs and teacher professional development in future years.

#### Division IV: Training and Employment of Teachers

##### **Online State Job Posting System**

The Teach Iowa online job posting system will launch in August. All public school districts, charter schools, and area education agencies will be required to post **all** job openings, including certified and classified staff, on the system. Accredited nonpublic schools may participate. The system will be accessible via the

Department's website. The statute states that the job posting system will not: prohibit an employer from advertising job openings or recruiting independently of the system; prohibit an employer from using another method of advertising job openings or using other applicant tracking systems; or provide the Department any regulatory authority in the hiring process or hiring decisions of any employer other than the Department.

The Department previously provided additional guidance on the Teach Iowa job posting system. Please contact Julie Carmer ([julie.carmer@iowa.gov](mailto:julie.carmer@iowa.gov)) for more information.

### **Teach Iowa Student Teaching Pilot Project**

The Department will establish a year-long student teaching pilot project in collaboration with two institutions of higher education, including one Board of Regents institution and one accredited private institution. This pilot project will provide students in the participating teacher preparation programs with a one-year student teaching experience. The programs will be required to provide the student-teachers with weekly instruction in pedagogy on-site in the participating school district. The Department will work with participating programs to develop the pilot project during the 2013-14 school year with implementation to follow in the 2014-15 school year.

### **Teach Iowa Scholar Program**

This establishes the Teach Iowa Scholar Program to be administered by the Iowa College Student Aid Commission in collaboration with the Department. An Iowa resident or nonresident applicant is eligible for a Teach Iowa Scholar Grant if the applicant meets all of the criteria (though priority is given to applicants who are Iowa residents.) The criteria for eligibility will include, but not be limited to, the following:

- The applicant is in the top 25 percent academically of students **exiting** a practitioner preparation program.
- The applicant is preparing to teach in fields including, but not limited to, science, technology, engineering, or mathematics (STEM); English as a second language or special education; or is preparing to teach in a hard-to-staff subject as identified by the Department. The Department shall take into account the varying regional needs in the state for teachers in these subject areas.

If selected as eligible for a Teach Iowa Scholar Grant, the grantee shall receive up to \$4,000 per year or a total of \$20,000 over a five-year period if employed full time in Iowa by a school district, charter school, AEA, or accredited nonpublic school.

**No money was appropriated to the Teach Iowa Scholar Program for FY 2014. Therefore, no grants will be available for the 2013-14 school year.**

### **Division V: Assessments**

HF 215 sets the stage for a new accountability assessment system for both public and accredited nonpublic schools. The Legislature commissioned a task force to study the state's future needs in educational/accountability assessment. This task force is to make recommendations to the Department, the State Board of Education, and to the Legislature by January 1, 2015, at the latest. The task force also will assist with the final development and implementation of the new assessment. The task force will be made up of teachers, school administrators, business leaders, representatives of state agencies, and members of the general public.

During the 2012 legislative session, the Legislature mandated the Iowa Assessments for state and federal accountability purposes. During the 2013 legislative session, the Legislature opened the door for a successor assessment administered by Iowa Testing Programs to be allowed for accountability purposes. The State Board of Education was directed to create administrative rules that specify for implementation by the 2016-17 school year a new statewide assessment of student progress in grades 3-11. That new assessment would

have to be aligned with the Iowa Core; accurately describe student achievement and growth for the purposes of accountability; and provide valid, reliable, and fair measures of student progress toward college or career readiness. The recommended assessment also must have been piloted in Iowa.

## **Division VI: Council on Educator Development**

A Council on Educator Development is established to study and make recommendations for a new statewide teacher evaluation system and a new statewide administrator evaluation system. The goal of the study is to determine the efficacy of the current systems in providing practitioners with clear and actionable feedback to enhance their practice and advance student learning. The council will review the current teacher and administrator evaluation systems, the Iowa Teaching Standards, and the Iowa Standards for School Administrators, as well as other related components.

In developing recommendations for any evaluation system, the council shall consider numerous factors, including the “fair and balanced” use of student outcome measures, multiple indicators that demonstrate professional practice, and student and parent surveys.

The council will be appointed by October 1, 2013, and will have at least 17 members representing a range of stakeholders, including educators who will be evaluated by the system, AEAs, the Iowa Department of Education, the Iowa State Education Association, the School Administrators of Iowa, the Iowa Association of School Boards, the Urban Education Network, the University of Northern Iowa, and parents. The first meeting will be convened by the representative from the AEA, and the council will elect a chair. The council will submit its findings and recommendations to the State Board of Education, the Governor, and the Legislature no later than January 1, 2016 (with preliminary draft recommendations due by October 1, 2015).

## **Division VII: Iowa Teacher Career and Compensation Matters**

Division VII of HF 215 establishes a statewide teacher leadership system. The system is designed to accomplish the following goals:

- Attract promising candidates to the teaching profession by offering competitive starting salaries and offering short- and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

The legislation phases in the program over four years. In the first year, the 2013-14 school year, the Legislature has appropriated \$3.5 million for planning grants for school districts to facilitate a local decision-making process (which should include administrators, teachers, and parents and guardians of students) to design a teacher leadership system that both meets the requirements of the legislation and considers the local context. **The Department will provide school districts with an application form to request a planning grant in September 2013. The Department’s intent is that all school districts applying for a planning grant will receive the money. The Department encourages all school districts to apply for a planning grant as this money is not appropriated for subsequent years.**

Following the planning year, \$50 million will be available per year for the 2014-15, 2015-16, and 2016-17 school years for school districts to implement the teacher leadership and compensation system. When the program is fully implemented in the 2016-17 school year, the state’s contribution will be \$150 million per year,

plus an annual growth factor (though participation in the system will be optional). The Department will establish criteria and a process for application and approval of locally designed teacher leadership and compensation plans. Districts will submit their plans to the Commission on Educator Leadership and Compensation. The Commission will evaluate the applications and make recommendations to the Department on approval of local plans.

Funding is available for districts serving one-third of the students in Iowa to enter the system each year. The funding will be distributed on a per-pupil basis, which will be calculated by the Department of Management by dividing the allocation amount for FY2015 by one-third of the statewide total budget enrollment for FY2015 (this payment is estimated to be \$310 per student for each district with an approved plan). During the first year that a school district implements its approved plan, the money is paid through the \$50 million allocation. In subsequent years, the Teacher Leadership Supplement (TLS) becomes a categorical funding stream included on the aid and levy worksheet. Districts are eligible to receive TLS funding when their plans for teacher leadership are approved by the Department of Education. TLS funding can be used to raise the minimum salary in a district to \$33,500, to fund the salary supplements for teachers in a leadership role, to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom, to cover the costs when teachers are out of the classroom to observe or co-teach with another teacher, to provide professional development related to the leadership pathways, and to cover other costs associated with the approved teacher leadership and compensation plan.

HF 215 also allocates \$700,000 to the Department to provide technical assistance to school districts in developing their local plans (with priority to those with certified enrollments of fewer than 600 students) and to create a statewide system to support the development of teacher leadership pathways. The Department is currently building a team to provide this support and technical assistance.

Division VII of HF 215 provides school districts three options for developing a teacher leadership and compensation plan:

- **Option 1: Iowa Teacher Career Paths, Leadership Roles, and Compensation Framework (284.15):** This option was based largely on the work of Iowa's Teacher Leadership and Compensation task force and creates model, mentor, and lead teacher roles with specific requirements for the percentage of teachers in each role, the amount of the salary supplement for teachers in each role, and the percentage of time teachers will spend on their additional leadership duties.
- **Option 2: Instructional Coach Model (284.16):** This option includes three leadership pathways, including model teacher, instructional coach, and curriculum and professional development leader. Each of these pathways has detailed responsibilities, as well as salary supplement ranges and additional contract days.
- **Option 3: Comparable Plan Model (284.17):** This model includes the minimum criteria that all locally developed teacher leadership and compensation plans must meet. These criteria include a minimum salary of \$33,500 for all full-time teachers; increased support for new teachers, such as additional coaching, mentoring, and opportunities for observing excellent instructional practice; differentiated, multiple teacher leadership roles beyond the initial teacher and career teacher levels, in which a goal of at least 25 percent of the teacher workforce serves with additional days and compensation commensurate with the role; a rigorous selection process for placement into and retention in leadership roles; and a professional development system facilitated by teachers and other experts (including administrators) and aligned with the Iowa Professional Development Model.

The Department will provide additional guidance on the Teacher Leadership and Compensation System later this month.

## **State Supplemental Assistance for High-Need Schools**

Pending an appropriation from the Legislature, this program will begin in the 2014-15 school year. The purpose of this program is to provide supplemental assistance to the highest-need schools in Iowa to better support students whose first language is not English, who have special needs, or who come from low-income backgrounds. This supplemental state assistance will allow school districts to develop extended learning time programs, hire instructional support staff, provide additional professional development, or supplement the salary of teachers in the identified schools. The Department will gather data and create a system to determine the schools that will receive funding through this program.

The Department will provide additional guidance on this issue.

## **Attendance Center Performance Rankings – Performance Index**

The Department will submit findings and a report to the State Board of Education, the Governor, and the Legislature by **July 1, 2014**, to develop criteria and a process to report the performance of each school in Iowa. Criteria shall include, but not be limited to, student academic growth, parent involvement, student attendance, employee turnover, and community activities and involvement. The Department will classify schools into six performance categories: exceptional, high performing, commendable, acceptable, needs improvement and priority. The Department must post this performance ranking on its website.

## **Division VIII: Competency-Based Instruction Task Force**

### **Competency-Based Education Grant Program**

The Department will establish a competency-based education program to award grants totaling \$100,000 to not more than ten school districts to develop, implement, and evaluate pilot projects on competency-based education. The Department will develop grant application, selection, and evaluation criteria. The Department will make the application available in the fall. Each pilot district will participate for a minimum of one year, but may participate for multiple school years as agreed upon by the applicant district and the Department. Grant amounts will be determined by the Department and will be distributed to selected school districts no later than December 1, 2013. The Department will submit progress reports analyzing the status and preliminary findings to the State Board of Education, the Governor, and the Legislature by January 15 annually.

### **Competency-Based Education Task Force**

This adds an additional item to the Competency-Based Education Task Force agenda: Develop a draft strategic plan and proposed timeline for statewide implementation of competency-based learning for consideration by the Legislature.

## **Division IX: Instructional Hours**

Effective **July 1, 2014**, districts and accredited nonpublic schools have the option to choose between 180 days or 1,080 hours of instruction. If a district or school chooses 1,080 hours of instruction, lunch is excluded; however, passing time or parent-teacher conferences may be included. School boards are authorized to determine the days or hours of their school calendars, but must hold a public hearing prior to adoption.

Parents electing to have their student educated in a competent private instruction environment must notify districts by September 1 of the school year. The Department will provide additional guidance on this issue.

## **Division X: Private Instruction Exemption**

Division X narrowly defines Competent Private Instruction to involve a licensed practitioner and establishes a new category of home schooling entitled Private Instruction, which involves no licensed practitioner.

The Department will provide additional guidance on this issue through an updated Private Instruction guidebook.

### **Division XI: Independent Accreditation of Nonpublic Schools**

Division XI allows nonpublic schools to be accredited by an independent regional or national nonprofit, nongovernmental agency recognized as a reliable authority concerning the quality of education. The State Board of Education must maintain a list of six approved independent accrediting agencies published on the Department's website. The list shall include accrediting agencies that, as of January 1, 2013, accredited a nonpublic school in Iowa that was concurrently accredited, as well as any agency that has a formalized partnership agreement with another agency on the list and has member schools in Iowa as of January 1, 2013. This provision is scheduled to sunset on July 1, 2020. The State Board of Education must maintain a list of six approved independent accrediting agencies published on the Department's website.

The Department will provide additional guidance on this issue.

### **Division XII: Independent Private Instruction**

A new category of home schooling entitled Independent Private Instruction (IPI) has been created. Independent Private Instruction is exempt from all school-related statutes and rules except compulsory attendance. Additionally, Independent Private Instruction must provide private or religious-based instruction as its primary purpose and must provide enrolled students with instruction in math, reading, language arts, science, and social studies. Those electing Independent Private Instruction may enroll no more than four unrelated students and cannot charge tuition, fees, or other remuneration for instruction.

The Department will provide additional guidance on this issue through an updated Private Instruction guidebook.

### **Division XIII: Driver Education by Teaching Parent**

A teaching parent providing Competent Private Instruction who provided such instruction to the student during the previous year, has a valid driver's license and a clear driving record may deliver an approved course of drivers' education to the student. The course of instruction must be approved by the Department of Transportation (DOT) and must meet at least the standards taught in public and private schools. Applying for an intermediate license requires a signed form provided by the DOT showing evidence of course completion.

The DOT will provide additional guidance on this issue. Please consult Dave Stutz (515-237-3230) for more information.

### **Division XIV: Miscellaneous Provisions**

#### **Coaching and Support Systems**

Requires the director of the Department of Education to develop and implement a coaching and support system for teachers and administrators. This program was not funded.

#### **Preschool Foundation Aid Funding**

This expands preschool program expenditures for approved local programs and community providers for professional development, instructional equipment, material and equipment designed to develop pupils' large and small motor skills, and for other direct costs. This means that the above list of specific items can now be considered a direct instructional cost beginning in FY14. Carry-over balances of pre-kindergarten funding that

are unexpended or unobligated at the end of the fiscal year shall be used to build the approved local program's pre-kindergarten program capacity in the next succeeding fiscal year.

### **Early Intervention Block Grant**

The sunset for the program is extended for five years to July 1, 2018.

### **Early Childhood Assessments**

This requires school districts to administer a valid and reliable universal screening instrument, as prescribed by the Department of Education, to every kindergarten student enrolled in the district at the beginning of the academic year. This replaces the requirement that school districts administer DIBELS to kindergarten students.

The legislation also requires school districts to administer the Teaching Strategies GOLD Early Childhood Assessment to every pre-kindergarten and 4-year-old student enrolled in the district and eliminates the repeal of the pre-kindergarten assessment requirements set to sunset on July 1, 2013.

This also requires school districts to report the results of community strategies employed during the prior school year related to proficiency in reading.

**The Department will provide additional guidance on this issue.**

### **School District Reporting Requirement Task Force**

This establishes a task force to review school district reporting requirements. The Department is required to establish a reporting requirement review task force consisting of five members appointed by the director of the Department. The Department will compile a list of reports that school districts are required to submit to the Department. The Department will submit the list to the task force by September 3, 2013. The task force will compile its written justifications in a report to the State Board of Education and to the Legislature by December 2, 2013.

### **Extended Learning Time Pilot Project**

This requires the Department to develop a proposed model for an extended learning time pilot project, considering the recommendations submitted by the Instructional Time Task Force, as well as existing, successful extended time learning opportunities offered within and outside Iowa. Three program proposals representing school districts of varied sizes, geographical locations, and SES shall be included in the model. The Department is required to recommend potential funding sources for full implementation of the proposed model for extended learning time pilot projects and future sustained efforts. A report is due to the State Board of Education, Governor, and Legislature by December 16, 2013.

## **Additional Education Legislation**

The sections below cover additional legislation impacting PK-12 education. Legislation related to community colleges will be addressed in a separate letter in the coming weeks.

### **[HF 604](#) Education Budget Bill**

Each year, the Department of Education and other state-funded educational agencies or programs are funded in a budget bill. In addition to those annual appropriations, policy measures also were added to the legislation. Those changes are shared here.

## **Successful Progression for Early Readers**

Enacts section 279.68 subsection 2 of Iowa Code, which was passed during the 2012 legislative session, regarding early literacy programs. The Legislature appropriated \$8 million to be distributed to school districts to establish and implement the following components in their early literacy programs:

- Provision of intensive instructional services to students identified as having a substantial deficiency in reading.
- Regular reporting to parents of the academic progress of students with substantial deficiencies.
- Support for parents in planning and implementing an in-home parent-guided reading program through a parent-school contract.
- Establish a reading enhancement and acceleration enhancement initiative.
- Offer an intensive summer literacy program each summer beginning in 2017.
- Report to the Department of Education on specific reading interventions and supports implemented in schools.

Additional guidance will follow on this topic.

## **Secondary Career and Technical Programming Task Force**

Establishes a task force to review secondary career and technical programming and policy and to make recommendations that would ensure all students have access to high-quality, globally competitive career and technical education programs. An interim progress report shall be submitted to the Legislature by January 15, 2014, and a final report shall be submitted to the State Board of Education, the Governor, and the Legislature by November 1, 2015.

## **Use of School Infrastructure Local Option Tax (SILO) Revenues**

Adds joint infrastructure projects between school districts and community colleges for purposes of offering shared or concurrent enrollment courses to the list of purposes for revenues from the Secure an Advanced Vision for Education (SAVE) Fund. It also specifies that such use does not require voter approval.

## **Intermediary Networks**

Provides policy changes and funding to support a system of regional intermediary networks. These networks will link schools and businesses to expand work-based learning opportunities, including internships, job shadowing, and related activities. The Department will convene a statewide steering committee with representation from schools, postsecondary institutions, government agencies, and other stakeholders. The steering committee shall recommend program parameters and reporting requirements to the department.

## **Online Curriculum Study**

Requires the Department to conduct a study regarding the establishment of an online curriculum to facilitate the transfer of academic credits earned by students residing in child foster care facilities to public and accredited nonpublic schools. The report is due to the Legislature by January 3, 2014.

This is a comprehensive, but not exhaustive, summary of this budget bill. For specific appropriations, please reference the linked legislation.

## **[HF 211](#) In-State Construction Contracts**

Public and private construction contracts must have all dispute resolution, such as litigation and mediation, subject to Iowa law, not out of state statute, or they are null and void.

## [HF 212](#) **Condemnation Proceedings**

County attorneys are no longer obligated by law to have jurisdiction in condemnation hearings involving school corporations. The local school entity is responsible for the legal services in such cases.

## [HF 351](#) **Compulsory Attendance Age: Preschool**

Please note previous guidance sent to you on this topic.

## [HF 454](#) **Code Correction Bill**

While similar in length to the education reform bill, the code correction bill addresses many subjects on a more limited scale. Some of the measures most likely to impact large numbers of districts are highlighted below. The Department will share throughout normal operations when technical changes are made. Please reference the linked legislation if you have additional interest in the overall scope of the bill. Notable changes are:

- **Accredited Nonpublic School Pupil Enrollment.** Code section 257.6 is amended to specify that dual enrolled students in grades 9 through 12 and accredited nonpublic school students enrolled part time in a school district are eligible to be counted proportionally as shared-time or part-time pupils in a school district's enrollment, but accredited nonpublic students receiving classes or services funded by federal grants or allocations are not eligible to be counted in a school district's enrollment. The bill makes a corresponding change to the definition of "enrollment served" in Code section 257.37, subsection 4.
- **AEA Budget Deadlines.** Code sections 273.3 and 273.23 are amended to extend, by one month, the dates by which AEA proposed budgets must be reviewed, approved, or returned by the State Board of Education and resubmitted to the State Board of Education if the first submission is not approved.
- **Redistricting Following Federal Decennial Census.** Code section 275.23A is amended to move back the dates by which a resolution describing new director district boundaries must be adopted by the school board if the school board redraws its director district boundaries following the federal decennial census. Currently, the resolution can be adopted no earlier than November 15 of the year immediately following the year in which the federal decennial census is taken, nor later than May 15 of the second year immediately following the year in which the federal decennial census is taken. HF 454 moves the timelines to no sooner than November 15 of the second year following the federal decennial census and no later than May 15 of the third year following the federal decennial census.
- **School Funds for Gifts.** Code sections 279.42 and 298A.13 are amended to reflect current practice in using these funds. It is an update of the proper usage of the school fund.
- **School District Administrative Expenditures.** Code sections 273.13 and 279.45 are amended to modify language related to a requirement that a school district limit its annual administrative expenses to not more than 5 percent of its general fund for a base year and to replace references to the term "operating fund" with "general fund." Use the GAAP definition for executive administration for this.
- **Whole-Grade Sharing Agreements.** Code section 282.10 is amended to provide that the boards of directors of school districts must work together to determine the disposition of all funding provided under chapter 284 of Iowa Code.

- **Tuition Fees.** HF 454 amends Code section 282.20 to set July 15 as the date by which the secretary of a creditor district must deliver to the secretary of a debtor district an itemized statement of the tuition fees for nonresident pupils enrolled by the creditor district.
- **Annual Achievement Evaluation for Students in Private Instruction.** A school district or AEA shall, if requested, administer the annual achievement evaluation at no cost to the parent, guardian, or legal custodian of the child being evaluated and, in addition, the parent, guardian, or legal custodian is not required to reimburse the school district or AEA for costs associated with the evaluation. The administration of the annual achievement evaluation shall not constitute a dual enrollment purpose.
- **School Bus Drivers.** HF 454 amends Code section 321.375 to provide that the employer of a school bus driver must conduct a review of information in the Iowa Court Information System and the sex offender, child abuse, and dependent adult abuse registries for information about the driver upon renewal of the driver's school bus driver's license. Currently, the review is required to be conducted every five years upon renewal of the license, although certain bus drivers over age 70 are required to renew more frequently.
- **District-to-District Tuition Billing.** Adjusts the deadline for district-to-district billing in 282.20. It changes the current window from February 15 to June 15 that creditor districts need to inform debtor districts of their obligations via an itemized statement. The start date remains the same, but now the window extends to July 15.

### **HF 472 Shared Operational Functions**

This reauthorizes and expands potential positions for school districts that engage in the sharing of certain operational functions.

The Department will provide additional guidance on this issue.

### **HF 484 Boiler Inspections**

This changes the frequency of boiler inspections. According to the chief boiler inspector of the Department of Workforce Development, which has jurisdiction over boilers, the following are the most likely impacts on schools:

1. Low pressure steam heating boilers will need one inspection per year rather than two inspections per year.
2. Continuous coil-type hot water boilers used for steam vapor cleaning (often called Hotsy machines and found in shops, garages, and bus barns) will be exempt from the boiler permitting and inspection requirements.
3. Kitchen steamer cookers or other objects that were intended to be operated and are operating at 3 pounds of pressure or less are exempt from inspection and permitting. The school might need to show the inspector documentation on this.

Visit [http://www.iowaworkforce.org/labor/boiler\\_inspection\\_.htm](http://www.iowaworkforce.org/labor/boiler_inspection_.htm) or contact Chief Boiler Inspector Mike Klosterman at 515-281-8064 with additional questions.

## **HF 533 Entrepreneurial Education**

Districts may establish an Entrepreneurial Education fund for outside activities that bring profits to an organization related to the school, according to the guidelines of the new law linked to here. Money made through these programs is deposited in this fund and carried forward. The district may not transfer public funds into this fund.

## **SF 419 Vision Screening**

This falls under the jurisdiction of the Iowa Department of Public Health, which should be contacted for official guidance and implementation. It establishes that schools should collect information from parents that demonstrate that their children have been screened. This should be done for kindergarten and third-grade students. Please contact IDPH for timelines on enforcement on this new law.

## **SF 446 Suicide Prevention Report**

Included in the Health and Human Services Budget was the establishment of a suicide prevention task force.

The Department of Education will work with the Department of Human Services and Department of Public Health in developing recommendations addressing the training on suicide prevention and trauma-informed care for persons who hold a license, certificate, authorization, or statement of recognition issued by the Board of Educational Examiners and who provide services to students. In developing the recommendations, the Department shall consult with stakeholders, including mental health professionals, school administrators, school nurses, and guidance counselors. The Department shall submit a report to the Governor and Legislature providing findings and recommendations on or before December 15, 2013.

## **SF 452 Standings Legislation**

### **School Employee Background Checks**

This requires all district employees (part-time, sub, or contract) to be subject to the same review of the three main abuse registries that bus drivers have been in the past year. Districts may have additional background checks, but must, at minimum, review these three items (sexual abuse, adult abuse, child abuse) for each employee on a five-year cycle. Documentation must be maintained by the local district to demonstrate that this has taken place.

### **Nonpublic School Transportation**

Nonpublic school transportation is funded in this bill. Social workers are added to the list of positions that districts may use in the operational sharing legislation passed earlier in the session for additional funds.

### **Supplementary Weighting for Limited English Proficient Students**

This provides an additional year of eligibility of funding for the services of LEP students.

*Additional guidance will follow on this topic.*

## **HF 648 State Bond Repayment Legislation**

This legislation includes an additional \$1 million beyond the \$1 million appropriation in House File 604, for one year for work on the Iowa Core. In addition, it adds an additional \$667,000 for the Iowa Reading Research Center beyond the \$1.3 million also funded in House File 604. This one-time funding in HF 648 allocates a total of \$2 million new dollars toward each function from the Legislature this year.

## **HF 625 School Tuition Organization Tax Credit**

This expands the existing school tuition organization tax credit, making it available to estates, trusts, and businesses that are organized as partnerships, limited liability companies, and s-corporations. It also raises the annual cap from \$8.75 million to \$12 million.