



LEGISLATIVE SUMMARY FOR THE 2021 SESSION

The session came to a close on May 19 with the House and Senate adopting HCR12. Below are bills that have been signed by the Governor, passed by both chambers and await action by the Governor, and a list of bills that died. The Governor has 30 days from the day of adjournment to act on final legislation, June 18.

*Reprinted from **Legislative Update for 05/28/2021** by Renee Jerman, Legislative Liaison for the Iowa Department of Education*

Bills Signed by the Governor:

SF160 School Instruction Time - Requires that a brick-and-mortar school district or accredited nonpublic school shall provide an opportunity for a parent or guardian of each student enrolled in the school district or accredited nonpublic school to select full-time in-person instruction for the parent's or guardian's student unless this requirement is explicitly waived in a proclamation of a public health disaster emergency issued by the governor pursuant to section 29C.6 and related to COVID-19.

SF 269 School Funding - **Sets the Supplemental State Aid (SSA) at 2.4 percent.** The bill also adds \$10 per pupil, provides additional funds necessary for transportation equity and continues the property tax relief payments. Senate floor video from February 17, 2021 and fiscal note provide more information on the funding.

HF602 School Activity Accounts - Authorizes the board of directors of a school district to, for the school budget years beginning on July 1, 2020, July 1, 2021, and July 1, 2022, **transfer money from their general fund to the student activity fund** in an amount necessary to fund co-curricular and extracurricular activities provided by the district for which moneys from student-related activities fail to meet the financial needs of the activities. The bill took effect upon enactment and will be repealed on July 1, 2023.

HF605 English Proficiency Weighting - Divides students with limited English proficiency into intensive and intermediate categories. "Intensive student" means a limited-English-proficient student that, even with support, is not proficient under the state's English language proficiency standards. "Intermediate student" means a limited-English-proficient student that, either with or without support, approaches being proficient under the state's English language proficiency standards. Changes the supplementary weighting for both categories (to 0.26 and 0.21, respectively).

HF675 Substitute Teachers - Requires the Board of Educational Examiners (BoEE) to issue a substitute authorization that allows an individual to substitute in grades prekindergarten through twelve for no more than 10 consecutive days in a 30 day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom. Allows a school district administrator to file a written request with the BoEE for an extension of the 10 day limit in one job assignment in a 30 day period on the basis of documented need and benefit to the instructional program.

HF744 Free Speech - Requires school districts to protect the intellectual freedom of the school district's students and practitioners and to establish and publicize policies that protect students and faculty from discrimination based on speech.

HF793 Physical Education - Provides that a student who is enrolled in junior reserve officers' training corps (JROTC) is not required to participate in physical education or physical activities under the state's educational standards, but shall receive one-eighth unit of physical education credit for each semester (or the equivalent) the student is enrolled in JROTC.

HF813 Charter School - Establishes a new charter school program in Chapter 256E.

- Section I and II lists the purposes for which a charter school shall be established and provides definitions.
- Section III gives the Department of Education (Department) the duty to monitor the effectiveness of charter schools and implement this chapter.
- Sections IV and V create two potential models for establishing a charter school. Section IV is called the School Board-State Board model, and allows a school board to create a founding group to apply to the Iowa State Board of Education to establish and operate a charter school within and as part of a school district. The other model, in Section V, is called the Founding Group-State Board model, which allows a founding group to apply to the State Board for approval to establish and operate a charter school that operates as a new attendance center independently from a public school district.
- Section VI establishes a charter school contract between the founding group and the State Board setting the academic and operational performance expectations and measures by which the charter school will be evaluated and other rights and duties.
- Section VII sets out the operating powers and duties of a charter school.
- Section VIII specifies how the charter schools shall be funded, including that a student enrolled in the charter school shall be counted for state school foundation purposes in the student's district of residence.
- Section IX requires the State Board to adopt a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the evaluation of the charter school by the State Board.
- Section X addresses oversight, corrective action, contract renewal, and contract revocation.
- Section XI outlines the procedures for the closure of a charter school.
- Section XII requires that each charter school prepare and file an annual report with the Department. The State Board is also required to prepare and file with the General Assembly a comprehensive report with findings and recommendations relating to the

charter school program and whether the charter school program is meeting the goals and purposes of the program.

HF802 Racism or Sexism Training - Prohibits all agencies, governmental entities, governmental subdivisions, and contractors hired by these agencies from giving training, or using contractors that give training, that teaches, advocates, and acts upon. Requires the superintendent of each school district to ensure that any curriculum or mandatory staff or student training does not teach, advocate, act upon, or promote specific defined concepts as outlined in the bill. Provides that discrimination is prohibited, and clarifies that the bill should not be construed to violate first amendment rights.

HF868 - FY 22 Education Appropriations (language is found in H-1526 as the bill is not yet enrolled or in final format). The Department of Education was appropriated increases from the General Fund compared to estimated FY 2021. Some of the increases include:

- \$544,000 for Early Childhood Iowa (ECI) General Aid (School Ready Grant) for a total of \$23,206,799
- \$200,000 for Nonpublic Textbook Services for a total of \$852,000
- \$2.0 million for the Iowa Jobs for America's Graduates (iJAG) Program for a total of \$4,666,188
- \$250,000 for the Iowa Reading Research Center for a total of \$1,550,176
- \$1.1 million for Children's Mental Health Training for a total of \$3,183,936
- \$500,000 for Classroom Environment Professional Development
- \$1.6 million for the Therapeutic Classroom Incentive Fund
- \$500,000 for Therapeutic Classroom Transportation
- \$6.5 million for General Aid for Community Colleges for a total of \$215,158,161

The Legislative Priorities for the Belmond-Klemme Board

Funding and support for mental health services in Iowa schools and across the state.	\$3.2 million for Children's Mental Health School-Based Training and Support
Fund all schools on the same per-pupil amount.	No progress.
Defeat vouchers.	Defeated.
Remove the arbitrary cap on Dropout/At-risk funds. Passed the House.	Killed by the Senate.
Raise the maximum salary under IPERS from \$30,000 to \$50,000.	Nothing.