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Introduction

This summary reports the actions impacting PK-12 education during the second session of Iowa's 88th General Assembly. The summary details big wins and disappointing losses, and frames issues and priorities for the next legislative session.

The release of this publication comes at a time when school districts are determining issues and priorities for the 2021 IASB legislative platform by submitting legislative priorities. The IASB Call for Legislative Priorities was sent to districts on May 1. We asked that members review the 2020 IASB legislative platform and select their district's top four legislative priorities for the next year during their summer board meetings. This process also allows members to amend or remove resolutions from the platform and submit new resolutions. Priorities and new or amended resolutions are due back to IASB by August 10, and can be reported to IASB via the survey form on our website at www.ia-sb.org. If you have any questions, call Michelle Johnson at (515) 247-7055.

The IASB Beliefs and Resolutions Process:

1. The 19 members of IASB's Legislative Resolutions Committee (LRC) review resolutions submitted by member boards every August. They prioritize and make recommendations about the beliefs and resolutions to the IASB Board of Directors.
2. The IASB Board of Directors, at their September meeting, votes to modify or approve the LRC recommendations and forward the report to the Delegate Assembly.
3. The IASB Delegate Assembly will meet on Wednesday, Nov. 18, 2020. The Delegate Assembly is the official body that establishes the IASB Legislative Priorities, Resolutions and Beliefs.

Please contact IASB if you have suggestions, concerns, or other ideas on how the presentation of this information could be helpful to you as an advocate for Iowa students. Thank you for your support and advocacy on behalf of Iowa public schools from your IASB government relations team:

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Advocacy Briefing

The power of school board advocacy was on full display before and during the 2020 legislative session. IASB advocacy efforts made an impact on a multitude of issues critical to school districts. Board members spoke as one when supporting transportation and cost per pupil equity, dropout prevention funding, school safety issues, and supports for greater transparency and flexibility. Legislators listen to your voice, so it is important school boards across Iowa engage our legislators, especially during the upcoming election year.

While this past legislative session might have had some partisan moments, when it came to education-related legislation, legislators from both parties came together to support public education. Here is a sample of bills that received bipartisan support:

1. SF 2164 – Transportation/DCPP Equity (House: 99-1; Senate 48-0)
2. SF 2261 – School-Based Telehealth (House: 92-4; Senate 50-0)
3. SF 2310 – Iowa Learning Online (House: 95-0; Senate: 49-0)
4. SF 2356 – Dyslexia Curriculum & Licensure (House: 98-0; Senate: 49-0)
5. SF 2360 – Classroom Management (House: 95-3; Senate: 48-1)
6. HF 2359 – Teacher Preparation Reporting (House: 98-0; Senate: 49-0)
7. HF 2418 – School Data Reporting (House: 96-0; Senate: 49-0)

IASB will continue to advocate on your behalf during the summer and fall by hearing from each district about their legislative priorities for the next legislative session and cementing a platform at the IASB Delegate Assembly.

Thank you for your continued advocacy on behalf of public education! Your advocacy helped pass important education policy that will help students and staff. If you have suggestions on how to improve our advocacy efforts, we are interested in your feedback.

2020 Legislative Wins

The 2020 legislative session was overall, a great year for PK-12 public education. Several legislative priorities were passed and even though some issues were not passed, the conversation was started and look to be addressed next legislative session. These include:

1. **Maintained Education Funding:** The biggest win of this unusual legislative session is that PK-12 schools preserved their full funding in SSA and equity provisions. PK-12 schools were once again one of the few entities in the state budget that saw an increase in funding.
2. **Supplemental State Aid of \$89.6 million:** Districts received an increase in the supplemental state aid of 2.3%. However, school boards continue to face difficult budgeting decisions in addition to the COVID-19 health pandemic.
3. **Continued District Cost Per Pupil and Transportation Equity:** The legislature provided additional dollars to rectify the funding inequities by appropriating an additional \$7.25 million (total of \$26.7 million) in transportation and an additional \$10 in the cost per pupil, lowering the differential to \$155. We look for legislators to continue funding this next year.
4. **School-Based Telehealth:** This was a significant win and was part of IASB's four legislative priorities. Schools will now be a site of service for private insurance reimbursement. This legislation provides a framework for students to meet with their mental health provider in schools via telehealth and starts a process for voluntary behavioral health screenings in schools.
5. **Increased Online Learning Flexibility:** The legislature provided flexibility in how districts provide online learning in addition to codifying several provisions from the governor and the Department of Education regarding Return-to-Learn plans.
6. **Classroom Management:** One of the biggest issues going into this legislative session was concerning classroom management and student behavior. The legislation outlines guidance and professional development to staff, starts a grant program for therapeutic classrooms, strengthens communication with parents and creates reporting on violence and assaults in the classroom.
7. **Defeated Retroactive SAVE Changes:** There was a push to retroactively eliminate a board decision on the use of SAVE funds for athletic facilities, require a 60% supermajority vote to pass a SAVE bond and also change the number of signatures needed to petition a board decision. The bill was introduced and passed by one chamber in the same day. IASB worked to defeat the bill which did not receive consideration by the full House.

The Legislative Process

A legislator's voting record can be a valuable tool when you are working to generate support for key education issues. We caution, however, against jumping to conclusions about legislative support based on a voting record alone. When a bill addresses a single issue, a vote may more easily suggest how a legislator represented constituents on that single issue, but you cannot determine whether a legislator voted against a bill because it went too far or because it did not go far enough. Keeping tabs on legislative votes during a budget bill debate can be difficult, since a "yea" or "nay" vote on the bill could be reflective of many different and distinct issues.

IASB members often ask how their representative or senator voted on a particular bill. Because IASB is a 501(c)4 nonprofit organization, we are prohibited from endorsing candidates. We can, however, guide you through the process to determine how your legislator voted on a key amendment or bill. You can select any bill to track from the Iowa Legislature website at www.legis.iowa.gov. As an example, we will look at SF 2261, this session's school-based telehealth legislation, and guide you through the tracking process below.

1. On the [legislative home page](#), select **Bills Quick Search** in the left-hand column and type SF 2261 into the search box. As you scroll down the left-hand column, click on **Bill History**.
2. Now you can see the complete bill history of the selected bill. This history includes all the hyperlinked amendment numbers which allow you to view proposed amendment text. It also displays journal page numbers to verify how a legislator voted during the debate on the amendment or bill. This history is finalized by the governor's action.
3. Scroll down to amendment **S-5108**. To check the proposed amendment, select the link. This amendment was a change from the House and the Senate concurred with those changes.
4. If you would like to see how your senators voted on amendment S-5108, use the back button to return to the previous screen and select **S.J. 688** attached to the amendment.
5. Close the current window to return to bill history. This will take you back to the Quick Find Bill History page. The bill you are checking should still be displayed in the Quick Find box. Simply hit enter and you will return to the complete bill history page for SF 2261. At this point, you can continue to view other proposed amendments, if any, to check how your legislators voted on proposed language and the bill itself.

Occasionally there are multiple amendments very similar in drafting but potentially different in policy implications. Please understand what the amendment does relative to others proposed before drawing conclusions about a legislator's position on an issue. Most importantly, use this information to prepare questions for legislators and ask them why they voted the way they did; please do not assume their answer. In some cases, two legislators may both oppose an amendment or bill for very different reasons: the first because it doesn't go far enough and the other because they believe it goes too far.

Confirm a legislator's rationale and ask questions about their values and beliefs, which will often form the basis for their support or opposition to other proposed bills.

IASB staff members are available to help you determine the content and impact of proposed amendments or legislation. In some cases, there is an explanation of the vote listed in a Senate or House Journal, giving legislators absent or not voting the ability to explain how they would have voted. If you ever have questions, please contact the IASB government relations team for assistance.

Summary of 2020 Education Appropriations

FY 2021 Supplemental State Aid (SSA) Act—SF 2142: The Legislature set the (SSA) state percent of growth rate at 2.30% for both regular school aid and the state categorical supplements and extended the property tax replacement payment provision through FY 2021. This provision provides that the entire increase in the cost per pupil resulting from the state percent of growth is funded through state aid, providing additional property tax relief through the school aid formula. Without this provision, 1/8 of the per pupil increase would be funded with local property taxes. The cost to extend this provision to FY 2021 increased state aid by \$12.0 million (with a corresponding property tax reduction). Property tax relief substitutes state aid for property taxes and therefore does not provide school districts with any additional funds.

Table 1 provides the information on the per pupil increases due to the establishment of the 2.30% rate for FY 2021 and the resulting FY 2021 state cost per pupil amounts for the different programs.

Table 1

FY 2021 Supplemental State Aid - Per Pupil Funding Impact						
Per Pupil Funding Area	FY 2020 State Cost Per Pupil Amounts	State Percent of Growth Rate	Growth for the FY 2021 Per Pupil Amounts	Additional Per Pupil Increase from SF 2164	FY 2021 State Cost Per Pupil Amount	
Districts	Regular Program/Special Ed.	\$ 6,880.00	2.30%	\$ 158.00	\$ 10.00	\$ 7,048.00
	Teacher Salary	\$ 591.96	2.30%	\$ 13.62	NA	\$ 605.58
	Professional Development	\$ 67.04	2.30%	\$ 1.54	NA	\$ 68.58
	Early Intervention	\$ 73.03	2.30%	\$ 1.68	NA	\$ 74.71
	Teacher Leadership	\$ 333.23	2.30%	\$ 7.66	NA	\$ 340.89
AEAs	AEA Special Education Support	\$ 301.62	2.30%	\$ 6.94	NA	\$ 308.56
	AEA Media Services	\$ 56.24	2.30%	\$ 1.29	NA	\$ 57.53
	AEA Educational Services	\$ 62.05	2.30%	\$ 1.43	NA	\$ 63.48
	Teacher Salary	\$ 30.98	2.30%	\$ 0.71	NA	\$ 31.69
	Professional Development	\$ 3.62	2.30%	\$ 0.08	NA	\$ 3.70

Table 2 provides school aid formula program funding amounts, and the overall impact on state aid and property taxes.

- The **Combined District Cost** (represents the spending authority that is generated through the school aid formula and includes revenue from state aid and local property taxes) is estimated to total \$4,950.3 million, an increase of about \$140.7 million (2.9%) compared to FY 2020. This includes:
 - An increase of \$95.9 million (2.8%) for the total regular program (including the budget guarantee).
 - An increase of \$14.4 million (2.8%) for the school district state categorical supplements.
 - An increase of \$6.9 million (3.0%) for area education agency (AEA) programs.

- The overall **state aid** amount totaled \$3,376.8 million, an increase of about \$91.3 million (2.8%) compared to FY 2020. Note that this amount does not include transportation aid funding for FY 2021 as that is funded outside the school aid formula as a separate appropriation.
- The overall school formula **property tax** amount totaled \$1,619.1 million, up \$56.6 million (3.6%) compared to estimated FY 2020.

Table 2—Estimated FY 2021 School Aid Amounts

Iowa Association of School Boards: School Aid Funding Amounts - FY 2020 and Estimated FY 2021 (Dollars in Millions)

Program Area	FY 2020	Est. FY 2021	Est. FY 2021 vs. FY 2020	Percentage Change
Regular Program	\$ 3,364.1	\$ 3,461.5	\$ 97.4	2.9%
Budget Adjustment	\$ 9.8	\$ 8.3	\$ (1.5)	-15.6%
Total Regular Program	\$ 3,373.9	\$ 3,469.7	\$ 95.9	2.8%
Supplementary Weighting	\$ 104.8	\$ 106.5	\$ 1.8	1.7%
Special Education Weighting	\$ 460.2	\$ 478.6	\$ 18.3	4.0%
Total Weighting	\$ 565.0	\$ 585.1	\$ 20.1	3.6%
Teacher Salary Supplement	\$ 288.6	\$ 296.6	\$ 8.0	2.8%
Prof. Development Supplement	\$ 32.7	\$ 33.6	\$ 0.9	2.8%
Early Intervention Supplement	\$ 35.6	\$ 36.6	\$ 1.0	2.8%
Teacher Leadership Supplement	\$ 162.7	\$ 167.3	\$ 4.5	2.8%
Total District State Categoricals	\$ 519.6	\$ 534.0	\$ 14.4	2.8%
Dropout Prevention	\$ 124.9	\$ 128.3	\$ 3.3	2.7%
AEA Special Education	\$ 167.3	\$ 172.3	\$ 4.9	2.9%
AEA Special Ed. Adj.	\$ 1.4	\$ 1.2	\$ (0.2)	-17.2%
AEA Media Services	\$ 29.3	\$ 30.1	\$ 0.8	2.8%
AEA Educational Services	\$ 32.4	\$ 33.3	\$ 0.9	2.8%
AEA Sharing	\$ 0.06	\$ -	\$ (0.06)	-100.0%
AEA TSS	\$ 16.4	\$ 16.8	\$ 0.5	3.0%
AEA PDS	\$ 1.9	\$ 2.0	\$ 0.1	2.9%
AEA - State Aid Reduction	\$ (22.5)	\$ (22.5)	\$ -	0.0%
Total for AEAs	\$ 226.2	\$ 233.1	\$ 6.9	3.0%
Combined District Cost	\$ 4,809.6	\$ 4,950.3	\$ 140.7	2.9%
Preschool Formula Aid	\$ 86.2	\$ 88.1	\$ 2.0	2.3%

Revenue Source	FY 2020	Est. FY 2021	Est. FY 2021 vs. FY 2020	Percentage Change
Adj. Uniform Levy Amount	\$ 925.6	\$ 973.7	\$ 48.1	5.2%
Comm./Ind. Replacement for Uniform Levy	\$ 22.8	\$ 21.9	\$ (0.9)	-4.0%
Total Uniform Levy	\$ 948.3	\$ 995.5	\$ 47.2	5.0%
Additional Levy Amount	\$ 629.1	\$ 633.8	\$ 4.7	0.7%
Comm./Ind. Replacement for Additional Levy	\$ 14.9	\$ 10.3	\$ (4.7)	-31.2%
Adj. Additional Levy Amount	\$ 614.2	\$ 623.5	\$ 9.4	1.5%
Total School Formula Property Tax	\$ 1,562.5	\$ 1,619.1	\$ 56.6	3.6%
Property Tax Adjustment Aid (Line 8.14)	\$ 7.7	\$ 7.4	\$ (0.4)	-4.9%
Property Tax Adjustment Aid (PTER)	\$ 34.1	\$ 34.4	\$ 0.3	0.8%
Property Tax Replacement Payment	\$ 62.6	\$ 75.1	\$ 12.4	19.8%
State Aid (Including SAVE Excess)	\$ 3,295.6	\$ 3,387.2	\$ 91.6	2.8%
SAVE Excess Amount	\$ 10.1	\$ 10.4	\$ 0.3	2.7%
State Aid - From State General Fund	\$ 3,285.4	\$ 3,376.8	\$ 91.3	2.8%

Other Information	FY 2020	Est. FY 2021	Est. FY 2021 vs. FY 2020	Percentage Change
Budget Enrollment	487,651.5	490,094.4	2,442.9	0.5%
Districts on Budget Guarantee	114	106	(8)	-7.0%

Sources:

Iowa Department of Management, School Aid file
 Iowa Department of Education, Certified Enrollment file
 IASB analysis and calculations

*Note that FY 2021 amounts are preliminary and subject to change.

Transportation and District Cost Per Pupil Equity Act—SF 2164: This bill provided a third consecutive year toward creating equity in the areas of school transportation costs and equalizing the differences in the regular program district cost per pupil. Building off the enactment of bills passed in the prior two legislative sessions, SF 2164 provides the following:

- **Transportation Aid:** Appropriated \$26.7 million in transportation aid (up \$7.7 million from FY 2020) and made this a permanent annual appropriation (referred to as a standing appropriation). This provision allocates state funding for the costs of transporting students to and from school. Based on the level of funding provided, the two-step provision provides funding to the districts with the highest per pupil transportation costs. The first step provides aid starting with districts with the highest per pupil costs and moving downward until reaching the state average level (going as far as the funding allows). If there are any funds remaining after this first step, then the second step provides aid to all districts on a prorated basis. Based on the appropriation for FY 2021, it is estimated that 204 districts will receive aid sufficient to cover costs to the statewide average. Additionally, there was \$400,000 that will be divided among all school districts (approximately \$0.82 per student).
- **District Cost Per Pupil Equalization:** Increased the FY 2021 state cost per pupil by \$10, and in the process, increased the district cost per pupil by up to \$10 for 195 school districts and reduced the range between the maximum and minimum regular program district cost per pupil from \$165 to \$155. Because this increase also impacted the per pupil foundation level amount, districts that did not receive an increase in their district cost per pupil amount from the \$10 increase will receive property tax relief from this provision. This provision increased state school aid by \$5.7 million, including providing \$2.1 million in property tax relief.

Standing Appropriations Act—SF 2408: The Standings Appropriations Act included the following that directly impacted PK-12 education funding:

- A state aid reduction to the area education agencies (AEAs) totaling \$15.0 million for FY 2021, matching the FY 2020 level of reduction.
- No state funding for the instructional support program. The program has not received any state funding since FY 2011 and is currently funded solely with local taxes.

FY 2021 Appropriations Act—HF 2643: Due to the COVID-19 pandemic and the urgency of completing the legislative session, nearly all other FY 2021 appropriations were held at the FY 2020 level and addressed in one appropriations bill (HF 2643). The bill included education appropriations that are normally addressed in a separate appropriations bill specifically for education program funding. A total of \$945.8 million for PK-12 education, community colleges, Department of Education, and Regents institutions for FY 2021. While nearly all of the program areas received a status quo funding level, the Regents university will be required to split an \$8.0 million decrease for FY 2021. **Table 3** includes selected information for PK-12 education programs and community colleges.

Table 3

HF 2643 Select Education General Fund Appropriations: Estimated Net FY 2020 and Final Action FY 2021

	Actual FY2019	Estimated FY2020	Final Action FY2021	FY2021 vs. FY2020
Administration	\$ 5,949,047	\$ 5,975,526	\$ 5,975,526	\$ 0
Career Technical Education Administration	\$ 598,197	\$ 598,197	\$ 598,197	0
State Library	\$ 2,530,063	\$ 2,532,594	\$ 2,532,594	0
State Library - Enrich Iowa	\$ 2,464,823	\$ 2,464,823	\$ 2,464,823	0
Career Technical Education Secondary	\$ 2,630,134	\$ 2,952,459	\$ 2,952,459	0
Food Service	\$ 2,176,797	\$ 2,176,797	\$ 2,176,797	0
ECI General Aid (SRG)	\$ 22,162,799	\$ 22,662,799	\$ 22,662,799	0
Special Ed. Services Birth to 3	\$ 1,721,400	\$ 1,721,400	\$ 1,721,400	0
Early Head Start Projects	\$ 574,500	\$ 574,500	\$ 574,500	0
Nonpublic Textbook Services	\$ 652,000	\$ 652,000	\$ 652,000	0
Student Achievement/Teacher Quality	\$ 2,965,467	\$ 2,965,467	\$ 2,965,467	0
Statewide Assessment	\$ 2,700,000	\$ 3,000,000	\$ 3,000,000	0
Work-Based Learning Clearinghouse	\$ 250,000	\$ 300,000	\$ 300,000	0
Summer Joint Enrollment Program	\$ 600,000	\$ 600,000	\$ 600,000	0
Jobs for America's Grads	\$ 1,666,188	\$ 2,666,188	\$ 2,666,188	0
Attendance Center/Website & Data System	\$ 250,000	\$ 250,000	\$ 250,000	0
Online State Job Posting System	\$ 230,000	\$ 230,000	\$ 230,000	0
Early Lit - Successful Progression	\$ 7,824,782	\$ 7,824,782	\$ 7,824,782	0
Early Lit - Early Warning System	\$ 1,915,000	\$ 1,915,000	\$ 1,915,000	0
Early Lit - Iowa Reading Research Center	\$ 1,300,176	\$ 1,300,176	\$ 1,300,176	0
Computer Science PD Incentive Fund	\$ 500,000	\$ 500,000	\$ 500,000	0
Children's Mental Health Training	\$ 0	\$ 2,100,000	\$ 2,100,000	0
Best Buddies	\$ 0	\$ 25,000	\$ 25,000	0
Adult Literacy and Workforce - GF	\$ 0	\$ 500,000	\$ 500,000	0
Midwestern Higher Education Compact	\$ 115,000	\$ 115,000	\$ 115,000	0
Nonpublic School Concurrent Enrollment	\$ 0	\$ 1,000,000	\$ 1,000,000	0
Community Colleges General Aid	\$202,690,889	\$208,690,889	\$208,690,889	0
Child Development	\$ 10,396,361	\$ 10,524,389	\$ 10,524,389	0
Education, Dept. of	\$274,863,623	\$286,817,986	\$286,817,986	\$ 0

Source: Legislative Services Agency, Appropriation Tracking data

Understanding Key Budget Terms and Concepts— Impact for FY 2021

Legislative Action Impacting Supplemental State Aid (SSA) during the 2020 Legislative Session

Two bills passed this past legislative session that impacted SSA and the FY 2021 per pupil funding amounts. These included:

- **SF 2142 (FY 2021 SSA Act):** This provision set the FY 2021 SSA rate at 2.30% and extended the property tax replacement payment provision through FY 2021.
- **SF 2164 (FY 2021 School Finance Equity Act):** The Act added \$10 to the FY 2021 state cost per pupil with 195 districts receiving up to an additional \$10 added to their district cost per pupil for FY 2021. As a result of this legislation, the difference between the minimum and maximum regular program district cost per pupil is now \$155, down from the \$175 difference that existed in FY 2018. Additionally, the provision appropriated \$26.7 million in FY 2021 for transportation aid providing aid for 204 districts that were above the statewide average per pupil transportation cost during the 2018-19 school year.

The impact of SF 2142 (increased the state cost per pupil and each district's cost per pupil by \$158) and SF 2164 (increased the FY 2021 state cost per pupil an additional \$10) resulted in the FY 2021 state cost per pupil increasing \$168.

Spending Authority: The state gives districts permission to spend a certain amount of money on behalf of its students—this is called spending authority. The concept is similar to the spending limit on a credit card—the district may choose to tax and spend for all of the spending authority but should carry some authority forward for contingencies. A district's "unspent authorized budget" (UAB) is the amount of spending authority remaining at the end of a fiscal year. Districts may or may not have cash in the bank that backs up their spending authority. However, districts are not allowed to spend more than their spending authority even if they have more cash. In the first year, a district overspends their spending authority; they are required to file a Corrective Action Plan and periodic progress reports with the Iowa Department of Education (DE) that is then reviewed by the School Budget Review Committee (SBRC). Districts that overspend their spending authority for two or more consecutive years may face a Phase II financial accreditation review by the DE.

For FY 2021, a district will receive additional spending authority on a per pupil basis equivalent to the state cost per pupil increases resulting from SSA at 2.30% (and for 195 districts, up to an additional \$10 per pupil resulting from SF 2164). This per pupil increase applies to Regular Program funding, special education program funding, and state categorical funding, all of which are part of the state foundation aid formula. However, enrollment and other weighting changes also play a major part in the amount of spending authority generated through the school aid formula.

Cash Reserve Levy: Typically, many districts have a cash reserve levy, which is a board-determined property tax, that provides funding for cash flow, so districts can make payroll and buy school supplies and textbooks prior to the receipt by the district of the first state foundation aid and property tax payments in September and October, respectively. The cash reserve levy also typically provides funds to pay for special education deficits (the amount of school district special education spending that exceeds the weighting for special education students in the foundation formula), for any shortfall in state funding (such as the 10% across-the-board cut in FY 2010) and for delinquent property taxes. In a prior session, the Legislature passed language that limits the ability of a school district to levy for the cash reserve. The cash reserve levy cannot exceed 20% of the previous year’s general fund expenditures minus the assigned and unassigned fund balance from the previous year. **Note that levying for cash reserve does not increase a district’s spending authority—it does provide cash to back spending authority.**

Cash Balance: School districts may have a cash balance (cash and investments on hand), which may or may not exceed their spending authority. Sometimes the unassigned and assigned fund balance is called cash as well, which, may or may not exceed spending authority. **Cash and spending authority are not the same.**

The chart on this page explains the various revenue sources impacted by the 2020 Legislative Session and their impact on school district cash and spending authority.

Cash Impact	Spending Authority Impact
<p>Supplemental State Aid (SSA):</p> <p>FY 2021: 2.30% supplemental state aid = \$158 + \$10 from SF 2164 = \$168</p> <p>FY 2021: \$7,048 <i>State Cost Per Student</i></p> <p>Note: District Cost Per Student may be higher than the State Cost Per Student shown here, but each district’s cost per pupil increased by at least \$158 and in some cases by \$168. Additionally, this district cost per pupil amount impacts funding for the regular program, special education, LEP, at-risk, shared operational functions, and other sharing provisions.</p>	<p>FY 2021—\$158 new growth in supplemental state aid (SSA) and up to \$10 resulting from SF 2164. State cost per pupil = \$7,048 (your district’s district cost per pupil may be higher).</p> <p>To determine the impact on <i>your district</i>, as well as calculating your district’s estimated FY 2021 total spending authority, access the IASB UAB Report under the Financial Focus Toolbox.</p>
<p>Instructional Support Levy (ISL)—State Aid</p> <ul style="list-style-type: none"> • \$0 for FY 2021 • Local tax revenue only for this program 	<p>Districts do not receive spending authority for the unfunded <i>state</i> portion of ISL. Impacts will vary by district.</p>
<p>Teacher Salary Supplement (TSS)</p> <ul style="list-style-type: none"> • 2.30% supplemental state aid—FY 2021 • TSS per pupil amount increased by \$13.62 	<p>This allocation is part of the funding formula, and contributes to spending authority, but funding must be used to supplement teacher salaries.</p>

<p>Professional Development Supplement (PDS)</p> <ul style="list-style-type: none"> • 2.30% supplemental state aid—FY 2021 • PDS per pupil amount increased by \$1.54 	<p>This allocation is part of the funding formula, and contributes to spending authority, but funding must be used for professional development initiatives.</p>
<p>Early Intervention Supplement (EIS)</p> <ul style="list-style-type: none"> • 2.30% supplemental state aid—FY 2021 • EIS per pupil amounts increased by \$1.68 	<p>This allocation is part of the funding formula, and contributes to spending authority, and since this program has expired, the funding can be used for any general fund purpose.</p>
<p>Teacher Leadership Supplement (TLS)</p> <ul style="list-style-type: none"> • 2.30% supplemental state aid—FY 2021 • TLS per pupil amounts increased by \$7.66 	<p>This allocation is part of the funding formula, and contributes to spending authority, but funding must be used for purposes specified under the teacher leadership program.</p>
<p>Preschool Appropriation</p> <ul style="list-style-type: none"> • 50% of state cost per student (\$3,524) —FY 2021 	<p>Weighting within the formula for preschool contributes to spending authority, but funding must be used for the preschool program.</p>

2020 Legislative Bill Summary

Below is a list of bills on which IASB was engaged on behalf of its members. Please note the following process IASB uses to register on bills and what our registration means:

1. Why do we register? Iowa law requires that a registered lobbyist register on a bill before speaking to legislators about a specific piece of legislation. The options for registration include: "for," "undecided," or "against." IASB complies with that law by ensuring that its two registered lobbyists, Emily Piper and Phil Jeneary, are registered prior to advocating a position with legislators.

2. What do the different terms mean? Individual organizations with a lobbying presence may interpret these terms differently but from IASB's standpoint, we define those terms when registering on legislation as follows:

- **"FOR":** IASB registers "for" bills that support the beliefs and resolutions as adopted by the IASB Delegate Assembly. Registration "for" a bill does not mean that the bill cannot be improved, or that we do not have concerns about some provisions. It does mean that on balance, we believe the positives outweigh any concerns. A registration of "for" means that IASB may continue to work with legislators to improve the bill.
- **"UNDECIDED":** IASB registers undecided on bills for three possible reasons. First, IASB is truly neutral on the bill. This could mean that while the bill impacts school boards and the districts they oversee, we do not have strong guidance on a position to take. Second, IASB could be undecided because the motivation or underlying reason for the bill is unclear. In this case, IASB registers in order to "legally" ask questions about legislative intent. Finally, IASB registers undecided on the bill because it falls between the parameters of "for" and "against," but still needs some work.
- **"AGAINST":** IASB registers against bills that clearly contradict the beliefs and resolutions adopted by the IASB Delegate Assembly. In registering "against" a bill, IASB may work with legislators to adopt modifications that would change our position.

3. How does IASB decide its position on specific bills? The beliefs and resolutions adopted by the IASB Delegate Assembly guide the internal decision-making process for bill registrations. Each day, IASB staff review the bills introduced and offer feedback on the position that the organization should take. If there is a question about the position that requires a broader interpretation of IASB beliefs or resolutions, the IASB Board of Directors may be asked to provide their input.

In the political process, selecting "FOR," "UNDECIDED," or "AGAINST" is a required gateway for your IASB lobbyists to get engaged with legislators and represent the needs of members. We may initially register undecided on a bill that addresses an issue our members widely support but has language that is poorly worded or problematic. Some bills offer easy decisions of support or opposition. Other bills are written in a way that require a judgment call on how to navigate the political process and best represent member needs.

IASB strives to be transparent to our members in this process—so please know, if you ever have a question about our registration on a bill, please give us a call and we will share the political factors influencing that decision.

Standards & Accountability

HF 2418—School Data Reporting: This bill provides a remedy for schools who make a mistake on reports to the Department of Education (DE), such as mislabeling a teacher or administrator. If a district or AEA requests a review to see if an error was made that would impact an individual's licensure status, and the Department of Education agrees it was a mistake, the DE will notify the Board of Educational Examiners of the correction.

The bill states that if the DE receives information within a three-year period that a district made a mistake on an applicant's license or certificate that would affect their licensure, the board may correct that mistake on survey data.

The bill would also allow a process for school districts that missed the January 15 deadline for dropout prevention funds to request the School Budget Review Committee (SBRC) to grant a modified supplemental amount. This provision is retroactive for requests for modified supplemental amounts on or after January 1, 2020.

IASB registered in support of the bill because it creates processes for a district that made mistakes in reporting or missed a deadline to request those funds. The bill passed the Senate on a 49-0 vote and passed the House on a 96-0 vote. Governor Reynolds signed the bill into law on June 25, 2020.

SF 2310—Iowa Learning Online: This bill transfers the Iowa Learning Online from the DE to the AEAs. It allows them to offer an online learning program that has the same standards and core content requirements, in collaboration with other AEAs, public schools, or accredited nonpublic schools. The bill allows districts to provide its own remote instruction program. As part of the program, each school will have a site coordinator to serve as a student advocate and liaison between the staff and school district.

The bill includes several additional provisions:

Division 1:

- Each public school district and accredited nonpublic school district must publish a list and description of each online course.
- The Department of Education must develop and maintain a list of approved online providers and the approved qualifications for teachers to obtain a specialization for online courses.
- Waives the requirement that no more than two offer and teach classes for grades 9-12 can be taught online for world language, computer science, and financial literacy courses, if districts make a good faith effort to hire a teacher but cannot and the course has less than 10 students registered.
- Allows the Director of the Department of Education to waive teacher-endorsement requirements if the district has made a good-faith effort to hire a teacher for a specific grade level or subject area. The district can apply for the waiver yearly.
- For the 2020-21 school year, in response to a public health emergency declared by the governor, if the instruction outlined in a district's Return-to-Learn plan contains the minimum

number of days and hours that are required, it will be certified. The plans must also include conditions for in-person teaching.

Division 2:

Allows professional development funds to be used to add instructional time prior to the August 23 start date for the 2020-21 school year.

Division 3:

- Extends the open enrollment date for a student to open enroll to another school districts' online public school to July 15, 2020, if that student has an underlying health condition that increases the risk of getting COVID-19.
- Districts will provide materials and supports to students receiving competent private instruction as long as those students are enrolled in the district's home school assistance program.
- Allows districts to close the district or building in the event of a health emergency and transition to remote instruction.
- Instructional and minimum school day requirements cannot be waived due to a health emergency unless a district already provides remote or online learning. In addition, unless specifically authorized by the governor, a brick and mortar school must plan for in-person instruction.
- If a district provides remote instruction due to a public health emergency, and a student does not participate in the online courses, they will be deemed truant. This provision does not apply to students receiving competent private instruction or independent private instruction.
- Waives the CPR graduation requirement for 2020-21 school year if that school moves to remote instruction due to health concerns or a gubernatorial proclamation, and the student meets all other graduation requirements.
- Ensures that the statewide assessment will be administered
- A district will work with a student to provide remote instruction if they receive written notification from a parent/guardian that the student or family member has a health condition that increases the risk of contracting COVID-19.
- If the governor proclaims a COVID-19 public health emergency, a district can primarily use remote instruction as part of their Return-to-Learn plan even if the district is not approved for remote instruction.

Division 4

The Department of Education will require school districts to submit a report on any reduction in expenditures due to COVID-19 school closures for the 2019-20 school year. Districts will have to submit reduction in expenditures for transportation, the number of contract and non-contract employees laid off by the district, listed by position, and spring or summer programs that were canceled or impacted. The DE will submit that report to the legislature by November 15, 2020 showing the net impact of the COVID-19 pandemic on each district's budget.

IASB registered in support of the bill because it provides districts more control of how they provide education, budgeting, and alleviates some requirements that would negatively impact students. The

bill passed the House on a 95-0 vote and passed the Senate on a 49-0 vote. Governor Reynolds signed the bill into law on June 29, 2020.

Educator Quality

HF 2359—Teacher Preparation Assessment Reporting: This bill makes the entrance exam in teacher preparation programs optional. The bill requires that if a teacher preparation program offers this exam it must report the assessment scores annually to the Department of Education.

IASB registered neutral on the bill. The bill passed the Senate on a 49-0 vote after passing the House on a 98-0 vote. Governor Reynolds signed the bill into law on June 25, 2020.

HF 2454—Community College Instructor Licensure: This bill provides additional avenues for instructors to qualify to teach in a career and technical education (CTE) field at a community college. An instructor must have a bachelor's or graduate degree in the field in which they teach or a bachelor's degree with a minimum of 18 hours in a CTE field that they teach in.

IASB registered in support of the bill because this proposal was created and supported by a task force of community college chief academic officers to ensure additional pathways for teachers while not diluting teaching requirements. The bill passed the Senate on a 46-0 vote, after passing the House on a 98-0 vote. Governor Reynolds signed the bill into law on June 1, 2020.

SF 2356—Dyslexia Student Curriculum and Teacher Licensure: This bill addresses the education of students with dyslexia and the preparation and licensure of teachers. The bill touches on several issues:

- Requires the state board, in collaboration with the Iowa Reading Research Center, to create and implement standards and procedures for teacher prep programs that offer the endorsed dyslexia specialist endorsement to implement. The bill prohibits the DE from approving programs that are not approved by the Iowa Reading Research Center;
- Directs the Department of Education to have a dyslexia consultant on staff to provide guidance and assistance to schools;
- Creates the Iowa Dyslexia Board to oversee and give guidance on the implementation of dyslexia instruction. The board, each year, will give recommendations to the legislature by November 15. The bill puts a sunset date on the board of July 1, 2025;
- Requires that by July 1, 2024, teachers who hold a special education endorsement, PK-3 teachers, all Title I teachers, and English as a second language teachers must complete the Iowa Reading Research Center dyslexia course. Those hired after July 1, 2024, will have a year to complete the course.

IASB registered neutral on the bill as this helps students with dyslexia get the resources they need, but at the same time there were concerns over the licensure requirements. The bill passed the House on a 98-0 vote and passed the Senate on a 49-0 vote. The bill was signed into law by Governor Reynolds on June 17, 2020.

HF 2627—Universal Licensure: This bill pertains to professional licensure requirements. The bill gives the Board of Educational Examiners authority to:

- Deny or revoke a license of someone who commits a crime that directly impacts the duties and responsibilities of the job.
- Issue a license, without an exam, to someone who establishes residency or is married or accompanying someone in the armed forces as long as they were licensed in the state they are moving from and licensed for at least one year in a similar field, meets minimum qualifications, has not had their license revoked or under investigation, paid all applicable fees, and is in good standing.

The bill also allows a district to let a person make a records request electronically in addition to in-person. This provides flexibility for districts and individuals requesting records. Additionally, the bill allows a student who has a physical on file, signed by a doctor on or after July 1, 2019, to compete in athletics in the upcoming school year.

IASB registered neutral on the bill because it does not have a major impact on our members but does provide some flexibility for district staff and students. The bill passed the House on a 62-35 vote and passed the Senate on a 32-17 vote. Governor Reynolds signed the bill into law on June 25, 2020.

Fiscal Responsibility & Stewardship

HF 2641—School Tuition Tax Credits: This is the major tax bill passed by the legislature and includes a phase-in procedure that will allow an increase in school tuition tax credits to \$20 million. The bill strikes the 25% maximum amount of tax credit that a corporation can receive from an STO in a calendar year.

IASB registered against the bill because it would provide more public money for non-public schools. The bill passed the House on a 75-17 vote and passed the Senate on a 45-2 vote. The bill was signed into law by Governor Reynolds on June 29, 2020.

SF 2142—Supplemental State Aid: This bill sets the supplemental state aide percentage for FY 2021 at 2.30% and extended the property tax replacement payment provision (additional property tax relief through the school aid formula) through FY 2021.

IASB registered in support of the bill because it was higher than the Senate amount. The bill passed the Senate on a 31-17 vote and passed the House on a 51-46 vote. The bill was signed into law by Governor Reynolds on March 12, 2020.

SF 2164—Transportation and Cost Per Pupil Funding: This bill provides an additional \$10 to close the cost per pupil inequity gap and provides additional resources to get every school district down to the statewide average in transportation costs. The bill also provides an additional appropriation of

\$400,000 over the statewide average for transportation costs. Districts will receive an additional \$0.82 per pupil in transportation money.

IASB registered in support because this is one of four legislative priorities of the association. The Senate passed the bill on a 48-0 vote and the House passed the bill on a 98-1 vote. Governor Reynolds signed the bill into law on February 25, 2020.

Governance

SF 2082—Department of Education Technical Correction: This bill updates and removes redundant or out-of-date code language to reflect current practices.

IASB registered in support of the bill. The bill passed the House on a 98-0 vote after passing the Senate on a 48-0 vote. Governor Reynolds signed the bill into law on June 1, 2020.

SF 2261—School-Based Telehealth: This bill allows public schools, nonpublic schools and AEAs to contract with a mental health professional to provide voluntary behavioral health screenings to students in person or via telehealth, if the student’s parent or guardian provides written consent. It also outlines specific requirements for schools and AEAs when conducting voluntary behavioral health screenings or telehealth services in schools for students and their mental health providers. Most importantly, it makes schools a site of service for reimbursement from insurance companies. This assures that students with health insurance coverage can see their mental health provider while in school.

IASB registered in support of the bill as this is a legislative priority for the organization. The bill passed the House on a 92-4 vote and passed the Senate on a 50-0 vote. The bill was signed into law by Governor Reynolds on June 29, 2020.

SF 2338—COVID-19 Immunity: This bill outlines when a civil action may be taken due to COVID-19 exposure. A civil action can only be brought if one of the following is true:

- A diagnosis of COVID-19 that results in hospitalization or death.
- An act was intended to cause harm.
- An act constitutes actual malice.

A business or governmental entity is not liable if a person contracts or is exposed to COVID-19 if the building is in compliance with all current public health, federal and state statutes, regulations, and orders. This includes school buildings.

IASB registered neutral on the bill because while the bill attempts to provide some immunity from lawsuits if someone other than an employee is hospitalized or dies from the virus and alleges that they contracted the disease from the school building, it does not provide sufficient immunity. The bill passed the Senate on a 31-18 vote after passing the House on a 52-44 vote. Governor Reynolds signed the bill into law on June 18, 2020.

SF 2360—Classroom Management: This bill takes a comprehensive look at addressing violence in the classroom and provides training, protections and resources to educators and school districts to meet student needs. The five main provisions of this bill include:

- **Teacher Training and Preparation:** Provides funding for educators to receive additional training on how to handle classroom disruptions. The Department of Education will establish guidelines and work with AEAs on standards for professional development. The bill removes provisions pertaining to corporal punishment.
- **Therapeutic Classroom Funding:** Creates a grant program that will equally distribute funds between all sizes of school districts to establish these classrooms. Provides authority for additional funding to assist with the cost of transporting students when districts collaborate to offer these setting. The funding for this will be delayed for one year.
- **Classroom Clear Requirements:** Regulates the method used to clear a classroom and strengthens communication with parents and input from teachers when this method is used.
- **Educator Protections:** Increases protections for teachers but does not make them immune from liability when reasonable and necessary physical contact is used to protect students and others from potential injury.
- **Data Collection:** Establishes data reporting and collection systems to track incidents of violence or assault by students.

IASB registered in support of this bill because it provides clear guidance and supports for teachers, administrators, and families to address this growing issue. The bill passed the House on a 95-3 vote and passed the Senate on a 48-1 vote. Governor Reynolds signed the bill into law on June 29, 2020.

HF 2629—Future Ready Iowa: This is the Governor’s workforce omnibus bill geared toward workforce development, childcare, computer science in schools, and concurrent enrollment. The main issues that directly affect IASB members are the following:

- **Apprenticeship Training Program:** Several schools currently have an apprenticeship program and the bill creates a renewable grant program. Community colleges will create a list of high-demand jobs for the apprenticeship program for each region.
- **Computer Science Courses:** Requires schools to offer a computer science course in at least one grade level in elementary, middle, and high school with the school year starting on July 1, 2021 and develop a K-12 computer science plan. The bill creates a computer science work group to develop recommendations to strengthen computer science instruction statewide.
- **Last Dollar Scholar Program and Concurrent Enrollment:** Provides a process for Iowa Workforce Development to approve work-based learning programs (registered apprenticeships) to receive Last-Dollar Scholar incentives. The bill expands the definition of eligible student to someone who has completed a high school diploma equivalency before they are 22 years old. The bill also removes the designation of part-time and full-time student as it relates to concurrent enrollment and postsecondary education.
- **Effective Date:** The provisions and requirements of the bill do not take effect until July 1, 2021.

IASB registered neutral because we have concerns over the unfunded mandate and infrastructure of districts to provide computer science courses statewide. There are other concerns of students taking full-time community college classes and not taking high school coursework. The bill passed the Senate on a 49-0 vote and passed the House on a 97-0 vote. Governor Reynolds signed the bill into law on June 29, 2020.

2020 Bills That Died

Bills Supported by IASB

HF 2370—Poverty Weighting Work Group
HF 2419—Supplementary Weighting for English Learners
HF 2443—Student Eligibility for Concurrent Enrollment
HF 2460—Statewide Preschool Eligibility
HF 2497—At-Risk/Dropout Prevention Funding
SF 316—Special Education Interim Committee
SF 438—Education Omnibus
SF 2153—Student Health Screenings
SF 2155—School Resource Office Funding
SF 2410—Athletic Facility Voting Requirements

Bills Opposed by IASB

HSB 503—Fees for Copying Public Records
HSB 675—Limits on Bond Elections
HF 663—Education Savings Grant
HF 2019—Pre-Use Inspection Exemption for Buses
HF 2021—Rescind Rule Requiring Seatbelts on Buses
HF 2050—Restrictions on PPEL
HF 2060—Limits on Bond Elections
HF 2072—Prohibition of Core Social Studies Standards
HF 2090—Seizure Protocols
HF 2100—Inclusion of Pole Vaulting at High School Track Meets
HF 2139—Religious Exemption to Immunizations Information Provided by Schools
HF 2162—Carry of Firearms on School Grounds
HF 2201—Sexual Orientation or Gender Identity Instruction
HF 2261—Vouchers
HF 2556—Disposal of School Building
SF 199—Voluntary Diversity Plans
SF 2034—Establishing a Bus Hub
SF 2056—Seizure Protocols
SF 2057—Appealing Grades Based on Political Bias
SF 2068—Using SAVE Funds for Preschool Costs
SF 2206—Vouchers

SF 2224—Guns on School Property

Bills Monitored by IASB

HF 2308—Open Meetings Law Expansion

HF 2457—Bleed Control Certifications

HF 2521—Suicide Prevention Training

SF 2184—Peace Officers Carrying Firearms on School Grounds

SF 2253—Physical Education Requirements

SF 2258—Guardianship Verification

SF 2285—Display of the Declaration of Independence

SF 2329—Licensed Health Care Providers

SF 2364—Commercial Construction Alternative Delivery Methods

2020 IASB Legislative Resolutions Table

STUDENT ACHIEVEMENT & ACCOUNTABILITY The Iowa Association of School Boards:	2020 Session Legislative Action
<p>1. Research-Based Initiatives: Supports implementation of initiatives in Iowa’s PK-12 education system that:</p> <ul style="list-style-type: none"> • Are research-based; • Are focused on student achievement; • And do not “re-purpose” existing education funds. 	No Action Taken
<p>2. Standards and Accountability: Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school and be prepared for college or to enter the workforce; including the following state actions:</p> <ul style="list-style-type: none"> • Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which define what students should know and be able to do in math, science, English language arts, social studies, and 21st Century skills in areas such as financial and technological literacy. • Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally. • Support research based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers. • Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 	<p>HF 2418— School Data Reporting. Signed by governor 6/25/20.</p> <p>SF 2310—Iowa Learning Online. Signed by governor 6/29/20.</p> <p>HF 2629— Future Ready Iowa. Signed by governor on 6/29/20.</p> <p>HF 2072— Prohibition of Core Social Studies Standards. Did not pass.</p> <p>HF 2201— Sexual Orientation or Gender Identity Instruction. Did not pass.</p> <p>SF 2057— Appeal Grades Based on Political Bias. Did not pass.</p> <p>HF 2457— Bleeding Control Training. Did not pass.</p> <p>HF 2521— Suicide Prevention Training. Did not pass.</p> <p>SF 2253— Physical Education Requirements. Did not pass.</p>

<p>IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.</p>	
<p>3. Preschool: Supports continued funding to ensure that all 4 and 5-year-olds have access to the Statewide Voluntary Preschool Program.</p> <p>Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to increase the ability of districts to provide services such as full-day programming and transportation to ensure that all 4 and 5-year-olds have the ability to attend the Statewide Voluntary Preschool Program.</p> <p>Districts should be given maximum flexibility to assign costs to the program.</p>	<p>HF 2460— Statewide Preschool Eligibility. Did not pass.</p> <p>SF 2068— Use of SAVE Funds for Preschool Costs. Did not pass.</p>
<p>4. Early Literacy:</p> <ul style="list-style-type: none"> • Supports the continued development of and funding for research on best practices for improving proficiency in early literacy strategies; • Supports continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy grades PK-3, • Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board; • Supports additional funding for programs designed to ensure that all students meet literacy expectations by the end of 3rd grade. 	<p>No Action Taken</p>
<p>5. English Learners: Supports sufficient and on-time funding for English-learner (EL) students until the students reach proficiency.</p>	<p>HF 2370— Poverty Weighting Work Group. Did not pass.</p> <p>HF 2419— Supplementary Weighting for English Learners. Did not pass.</p>
<p>6. Dropout/At Risk: Supports the inclusion of drop-out prevention and funding for at-risk</p>	<p>HF 2418— School Data Reporting. Signed by governor on 6/25/20.</p>

<p>students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student’s at-risk status. Opposes changes to compulsory age of attendance unless sufficient funds are provided to implement strategies to retain those students.</p>	<p>HF 2497— At-Risk/Dropout Prevention Funding. Did not pass.</p>
<p>7. Mental Health: Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include:</p> <ul style="list-style-type: none"> • In-school and telehealth access for students to mental health professionals; • Creation of a categorical funding stream designated for mental health professionals; • Reimbursement by Medicaid and private insurers for in-school services; • Ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs; • Integration of suicide prevention and coping skills into existing curriculum; • Expanding state-funded loan forgiveness programs to include mental health professionals who agree to provide services to schools; and • An ongoing mental health resources clearinghouse for schools and community providers. 	<p>SF 2261— School-based Telehealth. Signed by governor on 6/29/20.</p> <p>SF 2360— Classroom Management. Signed by governor on 6/29/20.</p> <p>HF 2521— Suicide Prevention Training. Did not pass.</p> <p>SF 2153— Student Health Screenings. Did not pass.</p> <p>SF 2329— Licensed Health Care Providers. Did not pass.</p>
<p>8. Special Education—State: Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost including educational programming and health care costs.</p>	<p>SF 316— Special Education Interim. Did not pass.</p>
<p>9. Special Education—Federal: Supports the federal commitment to fund 40% of the cost of educating students receiving special education services and requests that the federal government fulfill that commitment by increasing funding a minimum of 8% per year until the 40% figure is achieved.</p>	<p>No Action Taken</p>
<p>10. Area Education Agencies: Supports full funding of the area education agencies to</p>	<p>SF 2310— Iowa Learning Online. Signed by governor 6/29/20.</p>

<p>provide essential services in a cost-effective manner to school districts including, but not limited to:</p> <ul style="list-style-type: none"> • Special education; • Technology; • Professional development; • Curriculum assessment; and • Student assessment data analysis. 	SF 2261—School-based telehealth. Signed by governor on 6/29/20.
<p>11. School Calendars: Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including start dates, year-round schools, and other innovations.</p>	No Action Taken

EDUCATOR QUALITY The Iowa Association of School Boards:	2020 Session Legislative Action
<p>12. Teacher Leadership and Development: Supports research-based programs and funding to develop strong instructional leadership including:</p> <ul style="list-style-type: none"> • Teacher leadership and development; • Beginning teacher mentoring programs; and • Quality professional development programs. 	SF 2360—Classroom Management. Signed by governor on 6/29/20.
<p>13. Market—Competitive Wages: Supports providing school districts with incentives and the flexibility to pay market-competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa content standards.</p>	No Action Taken
<p>14. Benefits: Supports allowing school districts to voluntarily enroll their employees in the state’s health, dental and life/long-term disability insurance pools.</p>	No Action Taken
<ul style="list-style-type: none"> • Teacher Recruitment & Licensure: Supports additional tools to attract individuals to the teaching profession, especially for teacher shortage areas including: • Alternative teacher licensure upon completion of research-based pedagogy training in addition to content knowledge in a curricular area; 	<p>HF 2359—Teacher Preparation Reporting. Signed by governor on 6/25/20.</p> <p>HF 2454—Community College Instructor Licensure. Signed by governor on 6/1/20.</p> <p>HF 2627—Universal Licensure. Signed by governor on 6/25/20.</p> <p>SF 2356—Dyslexia Curriculum & Licensure. Signed by governor on 6/17/20.</p>

<ul style="list-style-type: none"> • Pathways for individuals with non-traditional educational background to meet licensure qualifications; • Reciprocity agreements with other states with high-quality education programs so as to increase diversity among our certified teachers and administrators; • Expansion of programs such as: Teach Iowa Scholar, Troops to Teachers, Teacher Intern Program, and other as approved by the Board of Educational Examiners; and • Programs designed to recruit teachers that will better match the demographic makeup of our student population. • Advocate for funding of loan forgiveness programs and grants that will make education careers a viable option. 	<p>SF 2310—Iowa Learning Online. Signed by governor on 6/29/20.</p> <p>SF 2360—Classroom Management. Signed by governor on 6/29/20.</p> <p>SF 2102—Applicant Priority for Teach Iowa Scholar. Did not pass.</p>
<p>16. Staff Reductions: Supports giving school districts and AEAs the option to waive the termination requirements in Iowa Code 279.13 to reduce staff in response to reductions in funding.</p>	<p>No Action Taken</p>
<p>17. Labor/Employment Laws: Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.</p>	<p>No Action Taken</p>

<p>FISCAL RESPONSIBILITY & STEWARDSHIP</p> <p>The Iowa Association of School Boards:</p>	<p>2020 Session Legislative Action</p>
<p>18. School Funding Policy: Supports a school foundation formula that:</p> <ul style="list-style-type: none"> • Provides sufficient and timely funding to meet education goals; • Equalizes per pupil funding; • Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts; • Includes factors based on changes in demographics including socio- 	<p>SF 2164—Transportation & DCPP Equity. Signed by governor on 2/25/20.</p> <p>SF 2155—School Resource Officer Funding. Did not pass.</p> <p>HF 2497—Dropout/At-Risk Prevention Funding. Did not pass.</p>

<p>economic status, remedial programming, and enrollment challenges;</p> <ul style="list-style-type: none"> • Incorporates categorical funding in the formula within three years; and • Includes a mix of property taxes and state aid. 	
<p>19. Supplemental State Aid: Supports setting supplemental state aid:</p> <ul style="list-style-type: none"> • At a rate that sufficiently supports local districts’ efforts to plan, create and sustain world-class schools; • For FY 2021, by January 31, 2020; and • For FY 2022 and future budget years, at least 14 months prior to the certification of the school’s district budget. <p>Supports a formula driven method for establishing the supplemental state aid growth rate if not set within the statutory requirements.</p>	<p>SF 2142—Supplemental State Aid. Signed by governor on 3/12/20.</p>
<p>20. Property Taxes: Supports holding school districts harmless in property tax restructuring. Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts. Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including the following requirements:</p> <ul style="list-style-type: none"> • To receive input from all affected taxing bodies before creation of a TIF district; and • To limit the duration of all TIF districts. 	<p>No Action Taken</p>
<p>21. Bond Issues: Supports allowing school bond issues to be passed by a simple majority vote. Supports the authority to levy a combination of property taxes and income surtaxes to pay for indebtedness. Supports legislation to clarify that revenue bonds do not count toward a 5% statutory debt limit.</p>	<p>SF 2410—Athletic Facility Voting Requirements. Did not pass. HSB 675—Limits of Bond Elections. Did not pass. HF 2050—PPEL Restrictions. Did not pass. HF 2060—Limits on Bond Elections. Did not pass.</p>
<p>22. Special Levy Funds: Supports flexibility in the use of special levy funds.</p>	<p>SF 2155—School Resource Officer Funding. Did not pass.</p>
<p>23. Tax Base: Supports an independent, bi-annual cost-benefit analysis of all income, sales or property tax exemption, credits or deductions. Creations of a new tax credit must undergo an independent cost-benefit analysis. IASB supports elimination of any tax credits that are deemed not effective and</p>	<p>No Action Taken</p>

<p>redirect any revenue increases from the elimination of those credits to enhance funding for public education.</p> <p>Supports the legislature having sole authority to make revisions to definitions that impact taxes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state and either directly or indirectly impact tax revenue for schools.</p> <p>Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.</p>	
<p>24. Franchise Fees: Opposes the imposition of franchise fees on school corporations unless the board of directors agrees to such a fee.</p>	<p>No Action Taken</p>
<p>25. Unfunded Mandates: Opposes mandates that do not provide adequate and direct funding for successful implementation.</p>	<p>HF 2090/SF 2056—Seizure Protocols. Did not pass.</p> <p>HF 2100—Pole Vault Mandate at Track Meets. Did not pass.</p> <p>SF 2034—Establishing Bus Hubs. Did not pass.</p> <p>HF 2285—Display of the Declaration of Independence. Did not pass.</p>

<p>SCHOOL INFRASTRUCTURE The Iowa Association of School Boards:</p>	<p>2020 Session Legislative Action</p>
<p>26. Local Accountability and Decision-Making: Supports providing local school boards with decision-making authority regarding methods to accomplish desired educational outcomes. IASB opposes overly restrictive or inefficient limitations which inhibit innovation, efficiency, and the ability of school boards to meet local needs. Local accountability and decision-making includes:</p> <ul style="list-style-type: none"> • Student Achievement: As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students; 	<p>SF 199—Voluntary Diversity Plans. Did not pass.</p> <p>SF 438—Education Omnibus. Did not pass.</p> <p>SF 2153—Student Health Screenings. Did not pass.</p> <p>SF 2155—School Resource Office Funding. Did not pass.</p> <p>SF 2224—Guns on School Property. Did not pass.</p> <p>HF 2021—Rescind Seat Belt Requirement. Did not pass.</p>

<ul style="list-style-type: none"> • Accountability & Reporting: Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes; • Funding Flexibility: School boards should have the ability to maximize existing resources to meet local needs; and • Transparency: School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers. 	<p>HF 2162—Firearms on School Grounds. Did not pass.</p> <p>HF 2308—Open Meetings Law Expansion. Did not pass.</p> <p>HF 2556—Disposal of School Buildings. Did not pass.</p>
<p>27. Expanding Educational Opportunities: Supports providing the flexibility to expand educational opportunities and choices for students and families. Educational options must remain under the sole authority of locally elected school boards charged with representing interests and accountability. IASB supports efforts including:</p> <ul style="list-style-type: none"> • Investment in magnet and innovation schools; expansion in flexible program offerings; and greater partnerships among schools and community organizations; • Establishment of charter schools; and • Establishment or use of online schools or classes. <p>Supports opportunities for continued collaboration between public and nonpublic schools, however, the association opposes the use of additional taxpayer funds for the creation of vouchers or educational savings accounts or an increase in tax credits or deduction directed toward nonpublic schools.</p>	<p>SF 2310—Iowa Learning Online. Signed by governor on 6/29/20.</p> <p>HF 2641—School Tuition Tax Credits. Signed by governor on 6/29/20.</p> <p>SF 2206—Vouchers. Did not pass.</p> <p>HF 663—Education Savings Grant. Did not pass.</p> <p>HF 2261—Vouchers. Did not pass.</p>
<p>28. Elections: Supports a minimum of four special election dates per calendar year for bond referendums, votes on levies, revenue purpose statements and filling school board vacancies.</p>	<p>HF 2050—PPEL Restrictions. Did not pass.</p> <p>HF 2060—Limit on Bond Elections. Did not pass.</p> <p>SF 2410—Athletic Facility Voting Requirements. Did not pass.</p>

<p>29. Sharing and Reorganization: Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools.</p>	<p>HF 2443—Student Eligibility for Concurrent Enrollment. Did not pass.</p>
<p>30. Home School Reporting: Supports requiring parents/guardians home schooling their children without the support of a certified teacher to register with their public school attendance centers.</p>	<p>SF 2310—Iowa Learning Online. Signed by governor on 6/29/20.</p>

Issues for 2021 Legislative Session

The 2020 Iowa legislative session, the second of the 88th General Assembly, is now completed. When legislators come back in January, they will begin the 89th General Assembly. Education advocates spoke loudly and clearly for the legislature to pass meaningful education related legislation. While this session is over, we must now gear up for the 2021 legislative session. Here are a few issues that should be on your radar as you speak with your legislators in the interim:

- 1. Continuation of Funding Equity:** During the 2020 legislative session, the Iowa Legislature continued its support of providing funding equity by appropriating additional funds to bring every district down to the statewide average for transportation costs. The legislature also gave an additional \$10 per pupil increase in the cost per pupil formula. Districts should continue to ask for additional funds to close the cost per pupil gap and maintain funding for district transportation costs.
- 2. Dropout Prevention Flexibility:** Several school districts said this was a major issue and IASB worked to draft legislation that would let districts levy for additional funds. District needs have changed and with the potential for scarce state resources in 2021, this would be something that would allow flexibility for districts to best determine the financial needs of its students.
- 3. Additional Flexibility:** The legislature continued providing additional local control and decision making to school districts. The legislature gave districts flexibility in meeting certain requirements and hiring staff in hard-to-fill positions. IASB will continue to lead on this issue and urges districts to send ideas to IASB or speak with your legislator about areas in Iowa Code that could be amended or removed to give districts additional flexibility.
- 4. SAVE Changes:** In 2020, the Iowa Senate introduced and passed a bill that would have put several burdensome regulations on how school boards could use SAVE funds for athletic facilities. The bill did not pass the House, but board members should be ready for this issue to resurface in 2021. Speak with your legislators about how you inform the public of your decisions and speak to the transparency you have with your community.

As we close the book on the 2020 legislative session and look toward the 2021 legislative session, be reminded of the great wins for public education. School board members can make an impact by getting engaged with their legislators. You have a powerful voice and when we speak as one, great things can happen. IASB has resources to help your advocacy efforts. Let us know what you need. Thank you for your dedication and hard work for public education!