

Education Reform Appropriations Bill House File 215

Last Action:

FINAL ACTION

May 22, 2013

An Act relating to and providing for education reform involving student, teacher, and administrator programs and activities under the purview of the department of education, the state board of education, the college student aid commission, school districts, and accredited nonpublic schools; providing for independent private instruction for students; providing for private instruction for students; concerning driver education by a teaching parent; making appropriations and providing for the establishment and retention of certain fees; and including effective date provisions.

**Fiscal Services Division
Legislative Services Agency**

NOTES ON BILLS AND AMENDMENTS (NOBA)

Available on line at <http://www.legis.iowa.gov/LSAReports/noba.aspx>

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Description

House File 215 provides broad reforms and makes appropriations to the Iowa public education system.

Total Estimated Funding Levels

FY 2014 Funding Levels:

House File 215 includes school aid funding provisions and specific Education Reform allocation amounts based on the appropriations provided in HF 604 (FY 2014 Education Appropriations Bill). These provisions include:

- An increase of \$77.3 million in State school aid, including \$76.0 million in General Fund appropriations and \$1.3 million from the Property Tax Equity and Relief (PTER) Fund. This includes an increase of \$56.2 million for regular school aid, \$7.8 million for the State categorical supplements, \$5.0 million for preschool aid, \$8.3 million for the additional aid to cover the property tax increase due to the allowable growth rate, and \$1.3 million due to the increase in the Property Tax Equity and Relief (PTER) Fund. (NOTE: Provisions enacted in other bills may impact the final FY 2014 school aid funding amounts).
- One-time school aid totaling \$57.1 million is provided to school districts in FY 2014. This funding will be allocated to school districts on a per pupil basis and is made from an FY 2013 General Fund supplemental appropriation. The per pupil amount is based on 2.0% of the FY 2013 State cost per pupil totals \$120.00 on a per pupil basis.
- Division XVI provides an FY 2014 allocation of the \$6.8 million that is appropriated in HF 604 and specifies the designation of the funding.

FY 2015, FY 2016, FY 2017, and FY 2018 Funding Levels:

- Direct General Fund appropriations in HF 215 include \$1.5 million in FY 2015 and FY 2016 for the Iowa Learning Online Initiative.
- Allocation amounts specified in Division VII of \$60.0 million in FY 2015, FY 2016, FY 2017, and \$10.0 million in FY 2018. These allocations are subject to an appropriation through the Student Achievement/Teacher Quality (SATQ) Program.
- The school aid formula funding amounts for the Teacher Leadership Supplement (TLS) are standing General Fund appropriations and subject to the amount of funding appropriated to the Teacher Leadership Grants and Aid initiative through the SATQ Program.
- House File 215 provides an increase of \$128.1 million in State school aid for FY 2015. This includes an increase of \$90.7 million for regular school aid, \$14.3 million for the State categorical supplements, \$6.0 million for preschool aid, and \$17.1 million for the additional aid to cover the property tax increase due to the allowable growth rate.

EXECUTIVE SUMMARY
EDUCATION REFORM APPROPRIATIONS BILL

Designation of Appropriations/Allocations

Based on the appropriations and allocations specified in HF 215 (not including school aid funding), the Department of Education (DE) will receive a direct appropriation, or be allowed to maintain a portion of an allocation, to administer specific initiatives. **Table 1** provides an analysis of the designated funding amounts for FY 2014 through FY 2018. Of note:

- In FY 2014, the DE will receive 48.8% of the total funding and 51.2% is estimated to be allocated to school districts.
- In FY 2015, the DE will receive 3.7% of the total funding and the remaining 96.3% is estimated to be allocated to school districts.
- In FY 2016, the DE will receive 2.1% of the total funding with 97.9% allocated to school districts.
- By FY 2017 (and subsequent fiscal years), the DE will receive 0.1% of the funding with the remaining portion received by school districts.
- FTE positions are the maximum number the DE is allowed to fund with the appropriation/allocation amount.

Table 1

Allocation Amounts by Designee and Program Initiative							
	Initiative	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FTEs
Appropriation/ Allocation Amounts to the Department of Education (DE)	Iowa Learning Online	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 0	\$ 0	3.0
	Teach Iowa Student Teaching Pilot Program	1,000,000	0	0	0	0	2.0
	Teacher Leadership Technical Assistance	700,000	700,000	700,000	700,000	0	5.0
	Council on Educator Development	100,000	0	0	0	0	0.0
	Extended Learning Time Pilot	40,000	0	0	0	0	0.0
	High Need Schools	0	100,000	100,000	100,000	100,000	1.0
	Total to DE	\$ 3,340,000	\$ 2,300,000	\$ 2,300,000	\$ 800,000	\$ 100,000	11.0
Appropriation/ Allocation Amounts to School Districts	High Need Schools	\$ 0	\$ 9,900,000	\$ 9,900,000	\$ 9,900,000	\$ 9,900,000	N.A.
	Teacher Leadership Grants and Aid	3,500,000	49,300,000	49,300,000	49,300,000	0	N.A.
	School Aid Formula - TLS	0	0	49,300,000	98,600,000	147,900,000	N.A.
	Total Aid to School Districts	\$ 3,500,000	\$59,200,000	\$ 108,500,000	\$ 157,800,000	\$ 157,800,000	N.A.
	Total Appropriation/Allocation Amounts	\$ 6,840,000 ¹	\$61,500,000	\$ 110,800,000	\$ 158,600,000	\$ 157,900,000	11.0
	Percentage to DE	48.8%	3.7%	2.1%	0.5%	0.1%	
	Percentage to School Districts	51.2%	96.3%	97.9%	99.5%	99.9%	

¹Appropriation of \$6.84 million for FY 2014 is made in House File 604.

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Table 2 provides the funding and FTE position details for FY 2014 through FY 2018.

Table 2

Provision	Appropriation and Allocation Amounts as Specified in HF 215					FTEs	
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2014	FY 2015
Initiatives With Appropriations in HF 215							
Iowa Learning Online Initiative	\$ 0	\$ 1,500,000	\$ 1,500,000	\$ 0	\$ 0	0.0	3.0 ¹
Total of Appropriations in HF 215	\$ 0	\$ 1,500,000	\$ 1,500,000	\$ 0	\$ 0	0.0	3.0
Initiatives With Allocations in HF 215 (Funds Appropriated in HF 604)							
Iowa Learning Online Initiative	1,500,000	0	0	0	0	3.0 ¹	0.0
Teach Iowa Student Teaching Pilot Program	1,000,000	0	0	0	0	2.0 ¹	0.0
Teacher Leadership Grants and Aid	3,500,000	0	0	0	0	0.0	0.0
Teacher Leadership Technical Assistance	700,000	0	0	0	0	5.0 ¹	0.0
Council on Educator Development	100,000	0	0	0	0	0.0	0.0
Extended Learning Time Pilot	40,000	0	0	0	0	0.0	0.0
Total of Allocations in HF 215	\$ 6,840,000	\$ 0	\$ 0	\$ 0	\$ 0	10.0	0.0
Initiatives Allocations Subject to Appropriations in the SATQ Program							
Teacher Leadership Grants and Aid ²	0	49,300,000	49,300,000	49,300,000	0	0.0	0.0
Teacher Leadership Dept. of Education Assistance ²	0	700,000	700,000	700,000	0	0.0	5.0 ¹
High Need School Supplemental Aid ²	0	9,900,000	9,900,000	9,900,000	9,900,000	0.0	0.0
High Need School Support ²	0	100,000	100,000	100,000	100,000	0.0	1.0 ¹
Total Allocation Amounts	\$ 0	\$ 60,000,000	\$ 60,000,000	\$ 60,000,000	\$ 10,000,000	0.0	6.0
Standing Appropriation for School Aid Formula Funding for TLS							
School Aid Formula - Teacher Leadership Supplement ³	N.A.	N.A.	\$ 49,300,000	\$ 98,600,000	\$ 147,900,000	0.0	0.0
Total Appropriations/Allocation Amounts Specified in HF 215	\$ 6,840,000	\$ 61,500,000	\$ 110,800,000	\$ 158,600,000	\$ 157,900,000	10.0	9.0

House File 604 (2013 Iowa Acts) appropriates \$6.84 million for Education Reform.
Amounts in the table do not include school aid appropriations made in Division I of HF 215.

¹ FTE position amounts displayed represent maximum authorized levels as a result of administering the specified initiative. Total FTE positions are only for the years in which funds are appropriated/allocated.

² Allocation level based on an appropriation through the Student Achievement/Teacher Quality Program (not appropriated in HF 215).

³ The school aid formula teacher leadership supplement funding is contingent upon the FY 2015 appropriation amount for the Teacher Leadership Grant and Aid provision within the Student Achievement/Teacher Quality Program.

Other Significant Provisions:

State School Foundation Program (Division I): This impacts school aid formula funding and provides the following:

- Establishes the percentage increase in per pupil funding for regular school aid and the State categorical supplements at 2.0% in FY 2014 and 4.0% in FY 2015. The following table provides the per pupil funding levels based on the growth rates.

Regular School Aid Per Pupil Components	FY 2013 State Cost Per Pupil Amounts	Growth in FY 2014 Cost Per Pupil	FY 2014 State Cost Per Pupil Amount	Growth in FY 2015 Cost Per Pupil	FY 2015 State Cost Per Pupil Amount
Regular Program	\$ 6,001.00	\$ 120.00	\$ 6,121.00	\$ 245.00	\$ 6,366.00
Special Education Program	6,001.00	120.00	6,121.00	245.00	6,366.00
AEA Special Education Support	263.51	5.27	268.78	10.75	279.53
AEA Media Services	49.13	0.98	50.11	2.00	52.11
AEA Educational Services	54.22	1.08	55.30	2.21	57.51
State Categorical Supplements					
Teacher Salary - Districts	\$ 517.17	\$ 10.34	\$ 527.51	\$ 21.00	\$ 548.51
Professional Development - Districts	58.57	1.17	59.74	2.00	61.74
Early Intervention	63.80	1.28	65.08	2.60	67.68
Teacher Salary - AEAs	27.07	0.54	27.61	1.10	28.71
Professional Development - AEAs	3.16	0.06	3.22	0.13	3.35

AEA = Area Education Agency

- Requires the property tax portion of the per pupil funding (referred to as the second effort) that increases as a result of the establishment of the allowable growth rate to be paid for with additional state aid in FY 2014 and FY 2015. The additional state aid portion will total \$15 per pupil in FY 2014 and \$46 (an increase of \$31 per pupil compared to FY 2014) in FY 2015 and future fiscal years.
- Provides a one-time State General Fund appropriation in FY 2013 to school districts for FY 2014 totaling \$57.1 million. Each school district will be allocated \$120 per pupil (based on each district's FY 2014 budget enrollment) with payments received at the same time State foundation aid is paid to each school district for FY 2014.

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Teach Iowa Scholar Program (Division IV): Establishes a Teach Iowa Scholar Program within the College Student Aid Commission to provide Teach Iowa Scholar Grants to selected high-caliber teachers. The grants to recipients cannot exceed \$4,000 per year and a total of \$20,000 per recipient over a five-year period. The Program does not receive an appropriation in FY 2014 or FY 2015.

Fiscal Impact: Funding for the Teach Iowa Scholar Grants will begin in FY 2016. The following table shows the estimated number of awards that could be funded with the designated appropriation levels. The FY 2018 appropriation of \$12.5 million will provide enough funding for 2,000 new awards in addition to the 375 awards in FY 2016 and 750 awards in FY 2017. The example below assumes 2,000 new awards will be given each succeeding year after FY 2018. The maximum fiscal impact of the Teach Iowa Scholar Grants under this scenario is \$40.0 million.

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
1st Year Grants	375	750	2,000	2,000	2,000	2,000	2,000
2nd Year Grants	0	375	750	2,000	2,000	2,000	2,000
3rd Year Grants	0	0	375	750	2,000	2,000	2,000
4th Year Grants	0	0	0	375	750	2,000	2,000
5th Year Grants	0	0	0	0	375	750	2,000
Total Grants:	<u>375</u>	<u>1,125</u>	<u>3,125</u>	<u>5,125</u>	<u>7,125</u>	<u>8,750</u>	<u>10,000</u>
Estimated Fiscal Impact:	<u>\$ 1,500,000</u>	<u>\$ 4,500,000</u>	<u>\$ 12,500,000</u>	<u>\$ 20,500,000</u>	<u>\$ 28,500,000</u>	<u>\$ 35,000,000</u>	<u>\$ 40,000,000</u>

Iowa Teacher Career and Compensation Matters (Division VII): This Division establishes a new framework for teacher career paths, leadership roles, and compensation, and provides funding allocations to school districts to implement the framework.

Provisions include:

- Allocation levels (subject to appropriations to the Student Achievement/Teacher Quality Program) of:
 - \$60.0 million each year for FY 2015 through FY 2017, including \$50.0 million to districts in the initial year of implementation of the Teacher Leadership Framework and \$10.0 million for High Need Schools provisions.
 - \$10.0 million in FY 2018 and subsequent fiscal years for High Need School provisions.
- In addition to these allocations, there is a standing unlimited appropriation to fund the school aid portion of the teacher leadership supplement that will be implemented beginning in FY 2016. The estimated allocation amounts total \$49.3 million in FY 2016, \$98.6 million in FY 2017, and \$147.9 million in FY 2018 and future fiscal years. These estimates are based on an allocation level of \$310.55 per pupil.

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- Specifies that the teacher leadership supplement per pupil funding is subject to an allowable growth rate beginning in FY 2016 (may be included as part of the State categorical allowable rate).
 - Requires the sending school district to pay the teacher leadership supplement State cost per pupil from the previous fiscal year to the receiving district for students that are open enrolled.
 - Creates the Iowa teacher career paths, leadership roles and compensation requirements framework. The framework includes:
 - A minimum salary level of \$33,500 (the current minimum salary level is \$28,000).
 - Model teacher provisions that require school districts to designate 10.0% of teachers as model teachers, an additional five contract days, and an additional salary supplement of \$2,000.
 - Mentor teacher provisions that require school districts to designate 10.0% of teachers as mentor teachers, teaching load of not more than 75.0% student instruction time, an additional 10 contract days, and an additional salary supplement of \$5,000.
 - Lead teacher provisions that require school districts to designate 5.0% of teachers as lead teachers, teaching load of not more than 50.0% student instruction time, an additional 15 contract days, and an additional salary supplement of \$10,000.
 - Provides for the application of approval of a comparable system of career paths and compensation model including an instructional coach model and specifies the requirements for the models.
 - Creates the Attendance Center Performance Rankings – Performance Index Criteria and Process. Requires the DE to develop performance goals and evaluate and report on the achievement of each school and specified performance measures for each school. The report is due to the State Board of Education, the Governor, and General Assembly by July 1, 2014.

House File 215 provides for the following changes to the Code of Iowa.

Page #	Line #	Bill Section	Action	Code Section
1	14	1	Add	257.2.9.d
1	18	2	Add	257.4.1.a.(8)
1	23	3	Amend	257.4.1.b
2	31	4	Amend	257.8.1,2
3	21	5	Amend	257.15.4.b
3	34	6	New	257.16B
5	41	10	Amend	256C.4.1.f
6	9	11	Strike	257.2.1
6	11	12	Amend	257.2.12
6	17	13	Add	257.2.12A
6	22	14	Amend	257.6.1.a.(5)
7	2	15	Amend	257.8.3,6,7
7	34	16	Strike	257.8.4,5
7	36	17	Amend	257.9.1.b
8	8	18	Amend	257.9.2,4,6,7,8,9,10
10	33	19	Amend	257.10.1
11	26	20	Amend	257.10.2.a
11	34	21	Amend	257.10.4.a
11	42	22	Amend	257.10.5
12	12	23	Amend	257.10.9.a
12	30	24	Amend	257.10.10.a
13	3	25	Amend	257.10.11.a
13	18	26	Amend	257.13.2,3
13	35	27	Amend	257.31.5
14	12	28	Amend	257.31.6.a
14	23	29	Amend	257.31.7.b
14	35	30	Amend	257.31.14.b.(3)
15	11	31	Amend	257.32.1.a
15	29	32	Amend	257.37.1,3
16	33	33	Amend	257.37A.1.a
17	10	34	Amend	257.37A.2.a
17	28	35	Amend	257.38.1
17	40	36	Amend	257.38.2
18	6	37	Amend	257.40
18	41	38	Amend	257.41.1,3
19	24	39	Amend	257.46.2
19	42	40	Amend	273.23.8
20	13	41	Amend	280.4.3
20	31	43	Add	256.42.8,9
21	18	44	New	256.96
22	11	45	New	256.98
22	40	46	New	261.110
24	16	47	Amend	256.7.21.b
25	26	48	New	256.29
28	29	49	Amend	257.1.2.b
29	4	50	Amend	257.1.3
29	15	51	Add	257.4.1.a.(8)
29	19	52	Amend	257.8.2
29	36	53	Add	257.9.11

House File 215 provides for the following changes to the Code of Iowa.

Page #	Line #	Bill Section	Action	Code Section
30	11	54	Amend	257.10.8.a
30	25	55	Add	257.10.12
31	34	56	Amend	257.16.4
32	9	57	Amend	282.18.7
32	27	58	Amend	284.2.1,7,8
33	15	59	Amend	284.3.2.a
33	42	60	Amend	284.3A.2.a
34	16	61	Strike	284.5.2
34	18	62	Amend	284.5.4
34	39	63	Amend	284.6.8
35	24	64	Add	284.7.6
35	27	65	Add	284.9.5
35	30	66	New	284.11
37	27	67	Add	284.13.1.0e,00e
39	21	68	Amend	284.13.1.e
39	30	69	Add	284.13.3
39	36	70	New	284.15
48	1	71	New	284.16
50	39	72	New	284.17
53	28	76	New	256.24
54	23	79	Amend	256.7.19
55	6	80	Amend	256F.4.5
55	12	81	Amend	279.10.1
56	1	82	Amend	279.10.2
56	6	83	Amend	299.1.2
56	17	84	Amend	299.4.1
57	4	86	Amend	299.4.1
57	28	87	Amend	299A.1
57	38	88	Amend	299A.3
58	3	89	Add	256.11.16
58	43	90	Amend	261E.8.2
59	7	91	Amend	299.1.1
59	17	92	Amend	299.1B
59	29	93	Amend	299.6A.1
60	2	94	Amend	299.8
60	15	95	Amend	299.11
60	31	96	Amend	299.12.2
61	8	97	Amend	299A.1
62	16	98	Amend	299A.11
62	28	99	Amend	321.178.1.c
63	23	100	New	321.178A
65	37	101	Amend	321.180B.2.a
66	25	102	Add	256.9.63
66	34	103	Amend	256C.4.1.e
67	5	104	Amend	256D.9
67	9	105	Amend	279.60.1,2

1 12 DIVISION I
1 13 SCHOOL DISTRICT FUNDING

1 14 Section 1. Section 257.2, subsection 9, Code 2013, is
1 15 amended by adding the following new paragraph:
1 16 NEW PARAGRAPH d. Property tax replacement payments
1 17 received under section 257.16B.

CODE: Technical provision that adds property tax replacement payments to the list of funds deposited in a school district's general fund that are not considered miscellaneous income.

1 18 Sec. 2. Section 257.4, subsection 1, paragraph a, Code 2013,
1 19 is amended by adding the following new subparagraph:
1 20 NEW SUBPARAGRAPH (8) The amount of the school district
1 21 property tax replacement payment to be received by the school
1 22 district under section 257.16B.

CODE: Technical provision that adds property tax replacement payments to the list of funds subtracted from the combined district cost when calculating the additional property tax levy amount.

1 23 Sec. 3. Section 257.4, subsection 1, paragraph b, Code 2013,
1 24 is amended to read as follows:

CODE: Technical provision to adjust for property tax replacement payment in the calculation of the adjusted additional property tax levy and the statewide maximum adjusted additional property tax levy rate.

2 1 b. For the budget year beginning July 1, 2008, and
2 2 succeeding budget years, the department of management shall
2 3 annually determine an adjusted additional property tax levy and
2 4 a statewide maximum adjusted additional property tax levy rate,
2 5 not to exceed the statewide average additional property tax
2 6 levy rate, calculated by dividing the total adjusted additional
2 7 property tax levy dollars statewide by the statewide total
2 8 net taxable valuation. For purposes of this paragraph, the
2 9 adjusted additional property tax levy shall be that portion of
2 10 the additional property tax levy corresponding to the state
2 11 cost per pupil multiplied by a school district's weighted
2 12 enrollment, and then multiplied by one hundred percent less the
2 13 regular program foundation base per pupil percentage pursuant
2 14 to section 257.1, ~~and then reduced by the amount of the~~
2 15 ~~property tax replacement payment to be received under section~~
2 16 ~~257.16B.~~ The district shall receive adjusted additional
2 17 property tax levy aid in an amount equal to the difference
2 18 between the adjusted additional property tax levy rate and
2 19 the statewide maximum adjusted additional property tax levy
2 20 rate, as applied per thousand dollars of assessed valuation
2 21 on all taxable property in the district. ~~The statewide~~
2 22 ~~maximum adjusted additional property tax levy rate shall be~~
2 23 ~~annually determined by the department taking into account~~
2 24 ~~amounts allocated pursuant to section 257.15, subsection 4.~~
2 25 The statewide maximum adjusted additional property tax levy
2 26 rate shall be annually determined by the department taking
2 27 into account amounts allocated pursuant to section 257.15,
2 28 subsection 4, and the balance of the property tax equity and
2 29 relief fund created in section 257.16A at the end of the
2 30 calendar year.

2 31 Sec. 4. Section 257.8, subsections 1 and 2, Code 2013, are
 2 32 amended to read as follows:
 2 33 1. STATE PERCENT OF GROWTH.—~~The state percent of growth~~
 2 34 ~~for the budget year beginning July 1, 2010, is two percent.~~
 2 35 The state percent of growth for the budget year beginning July
 2 36 1, 2012, is two percent. The state percent of growth for
 2 37 the budget year beginning July 1, 2013, is two percent. The
 2 38 state percent of growth for the budget year beginning July 1,
 2 39 2014, is four percent. The state percent of growth for each
 2 40 subsequent budget year shall be established by statute which
 2 41 shall be enacted within thirty days of the submission in the
 2 42 year preceding the base year of the governor's budget under
 2 43 section 8.21. The establishment of the state percent of growth
 3 1 for a budget year shall be the only subject matter of the bill
 3 2 which enacts the state percent of growth for a budget year.
 3 3 2. CATEGORICAL STATE PERCENT OF GROWTH.—~~The categorical~~
 3 4 ~~state percent of growth for the budget year beginning July 1,~~
 3 5 ~~2010, is two percent.~~ The categorical state percent of growth
 3 6 for the budget year beginning July 1, 2012, is two percent.
 3 7 The categorical state percent of growth for the budget year
 3 8 beginning July 1, 2013, is two percent. The categorical state
 3 9 percent of growth for the budget year beginning July 1, 2014,
 3 10 is four percent. The categorical state percent of growth for
 3 11 each budget year shall be established by statute which shall
 3 12 be enacted within thirty days of the submission in the year
 3 13 preceding the base year of the governor's budget under section
 3 14 8.21. The establishment of the categorical state percent of
 3 15 growth for a budget year shall be the only subject matter of
 3 16 the bill which enacts the categorical state percent of growth
 3 17 for a budget year. The categorical state percent of growth
 3 18 may include state percents of growth for the teacher salary
 3 19 supplement, the professional development supplement, and the
 3 20 early intervention supplement.

CODE: Establishes the FY 2014 allowable growth rate percentages at 2.00% and the FY 2015 allowable growth rate percentages at 4.00% for regular school aid and the State categorical supplements (teacher salary supplement, professional development supplement, and early intervention supplement).

DETAIL: The growth percentages will increase each cost per pupil amount in the school aid formula. The following provides the increase and new State per pupil levels for each of the State cost per pupil amounts. The per pupil increases are as follows:

- Regular Program: The per pupil increases will be \$120.00 in FY 2014 and \$245.00 in FY 2015.
- Special Education Program: The per pupil increases will be \$120.00 in FY 2014 and \$245.00 in FY 2015.
- AEA Special Education Support: The per pupil increases will be \$5.27 in FY 2014 and \$10.75 in FY 2015.
- AEA Media Services: The per pupil increases will be \$0.98 in FY 2014 and \$2.00 in FY 2015.
- AEA Educational Services: The per pupil increases will be \$1.08 in FY 2014 and \$2.21 in FY 2015.
- District Teacher Salary Supplement: The per pupil increases will be \$10.34 in FY 2014 and \$21.00 in FY 2015.
- District Professional Development Supplement: The per pupil increases will be \$1.17 in FY 2014 and \$2.00 in FY 2015.
- District Early Intervention Supplement: The per pupil increases will be \$1.28 in FY 2014 and \$2.60 in FY 2015.
- AEA Teacher Salary Supplement: The per pupil increases will be \$0.54 in FY 2014 and \$1.10 in FY 2015.
- AEA Professional Development Supplement: The per pupil increases will be \$0.06 in FY 2014 and \$0.13 in FY 2015.

FISCAL IMPACT: The following is a summary of the estimated fiscal impact of the allowable growth rates established in HF 215. Included in the estimates is additional legislation that passed during the 2013 Legislative Session that impacts the overall school aid funding totals in FY 2014 and FY 2015.

School Aid estimates for FY 2014 include:

- The estimated combined district cost will total \$3,998,700,000, an increase of \$88,000,000 (2.30%) compared to estimated FY 2013.
- Total State aid is estimated to total \$2,723,400,000, an increase of \$62,300,000 (2.34%) compared to estimated FY 2013. This includes an increase of \$49,500,000 for regular school aid (including \$8,300,000 for the new property tax relief provision), \$7,800,000 for the State categorical supplements, \$5,000,000

for preschool aid, and \$1,300,000 for property tax equity and relief (PTER) funding.

- Foundation property tax is estimated to total \$1,340,800,000, an increase of \$30,000,000 (2.29%) compared to estimated FY 2013. This includes an increase of \$30,800,000 in the uniform levy amount (which is directly correlated to the taxable valuation increase), and an estimated net decrease of \$800,000 in the additional levy portion of the foundation property tax.

School Aid estimates for FY 2015 include:

- The estimated combined district cost will total \$4,202,500,000, an increase of \$203,700,000 million (5.09%) compared to estimated FY 2014.
- Total State aid is estimated to total \$2,883,200,000, an increase of \$159,800,000 (5.87%) compared to estimated FY 2014. This includes an increase of \$139,500,000 for regular school aid (including \$17,200,000 for the new property tax relief provision), \$14,300,000 for the State categorical supplements, \$6,000,000 for preschool aid, and no change for property tax equity and relief (PTER) funding.
- Foundation property tax is estimated to total \$1,390,700,000, an increase of \$49,900,000 (3.72%) compared to estimated FY 2014. This includes an increase of \$32,300,000 in the uniform levy amount (which is directly correlated to the taxable valuation increase), and an estimated net increase of \$17,600,000 in the additional levy portion of the foundation property tax. This estimate has not factored in the impact of SF 295 (Property Tax Reform Bill).

3 21 Sec. 5. Section 257.15, subsection 4, paragraph b, Code
 3 22 2013, is amended to read as follows:
 3 23 b. After lowering all school district adjusted additional
 3 24 property tax levy rates to the statewide maximum adjusted
 3 25 additional property tax levy rate under paragraph "a", the
 3 26 department of management shall use any remaining funds at the
 3 27 end of the calendar year to further lower additional property
 3 28 taxes by increasing for the budget year beginning the following
 3 29 July 1, the state foundation base percentage. Moneys used
 3 30 pursuant to this paragraph shall supplant an equal amount of
 3 31 the appropriation made from the general fund of the state
 3 32 pursuant to section 257.16 that represents the increase in
 3 33 state foundation aid.

CODE: Technical correction.

3 34 Sec. 6. NEW SECTION 257.16B SCHOOL DISTRICT PROPERTY TAX
 3 35 REPLACEMENT PAYMENTS.
 3 36 1. For each fiscal year beginning on or after July 1, 2013,

CODE: Requires the entire increase resulting from allowable growth rates established in FY 2014 and FY 2015, to be funded with State aid (note that Division II changes the term allowable growth to supplement

3 37 there is appropriated from the general fund of the state to the
 3 38 department of education an amount necessary to make all school
 3 39 district property tax replacement payments under this section,
 3 40 as calculated in subsection 2.
 3 41 2. a. For the budget year beginning July 1, 2013, the
 3 42 department of management shall calculate for each school
 3 43 district all of the following:
 4 1 (1) The regular program state cost per pupil for the budget
 4 2 year beginning July 1, 2012, multiplied by one hundred percent
 4 3 less the regular program foundation base per pupil percentage
 4 4 pursuant to section 257.1.
 4 5 (2) The regular program state cost per pupil for the budget
 4 6 year beginning July 1, 2013, multiplied by one hundred percent
 4 7 less the regular program foundation base per pupil percentage
 4 8 pursuant to section 257.1.
 4 9 (3) The amount of each school district's property tax
 4 10 replacement payment. Each school district's property tax
 4 11 replacement payment equals the school district's weighted
 4 12 enrollment for the budget year beginning July 1, 2013,
 4 13 multiplied by the remainder of the amount calculated for
 4 14 the school district under subparagraph (2) minus the amount
 4 15 calculated for the school district under subparagraph (1).
 4 16 b. For each budget year beginning on or after July 1, 2014,
 4 17 the department of management shall calculate for each school
 4 18 district all of the following:
 4 19 (1) The regular program state cost per pupil for the budget
 4 20 year beginning July 1, 2012, multiplied by one hundred percent
 4 21 less the regular program foundation base per pupil percentage
 4 22 pursuant to section 257.1.
 4 23 (2) The regular program state cost per pupil for the budget
 4 24 year beginning July 1, 2014, multiplied by one hundred percent
 4 25 less the regular program foundation base per pupil percentage
 4 26 pursuant to section 257.1.
 4 27 (3) The amount of each school district's property tax
 4 28 replacement payment. Each school district's property tax
 4 29 replacement payment equals the school district's weighted
 4 30 enrollment for the budget year multiplied by the remainder
 4 31 of the amount calculated for the school district under
 4 32 subparagraph (2) minus the amount calculated for the school
 4 33 district under subparagraph (1).
 4 34 3. School district property tax replacement payments shall
 4 35 be paid by the department of education at the same time and in
 4 36 the same manner as foundation aid is paid under section 257.16
 4 37 and may be included in the monthly payment of state aid under
 4 38 section 257.16, subsection 2.

4 39 Sec. 7. CODE SECTION 257.8 — IMPLEMENTATION. The
 4 40 requirements of section 257.8, subsections 1 and 2, regarding

State aid beginning in FY 2015).

DETAIL: The FY 2014 regular program cost per pupil increase at a 2.00% rate totals \$120.00. Of that amount, 87.50% (\$105.00) is funded through State aid and 12.50% (\$15.00) through local property tax. The FY 2015 regular program cost per pupil at a 4.00% rate totals \$245.00. Of that amount, 87.50% (\$214.00) is funded through State aid and \$12.50% (\$31.00) is funded through local property tax. This provision requires that the State fund the \$15.00 portion beginning in FY 2014 and the \$31.00 portion beginning in FY 2015.

FISCAL IMPACT: The fiscal impact of this provision is an increase in State aid of \$8,300,000 in FY 2014 and \$25,500,000 FY 2015 (an increase of \$17,200,000 compared to the estimated FY 2014 amount). The funding provision applies to the per pupil growth amounts in FY 2014 and FY 2015, however, the State will continue to provide an additional \$46.00 per pupil in State aid in fiscal years subsequent to FY 2015 (estimated total State aid of \$25,500,000 each fiscal year).

Specifies that the establishment of the allowable growth rates in this Division do not apply to the requirement that the allowable growth

4 41 the enactment of bills establishing the regular program state
 4 42 percent of growth and the categorical state percent of growth
 4 43 within thirty days of the submission in the year preceding the
 5 1 base year of the governor's budget and regarding the subject
 5 2 matter limitation of such bills do not apply to this division
 5 3 of this Act.

rates be established within 30 days of the Governor's budget or the requirement that the allowable growth rate establishment be the only subject of the legislation.

5 4 Sec. 8. SCHOOL DISTRICT FUNDING SUPPLEMENT — FISCAL YEAR
 5 5 2013-2014.

Provides an FY 2013 supplemental General Fund appropriation to school districts in FY 2014 totaling \$57,100,000. Additionally:

5 6 1. There is appropriated from the general fund of the state
 5 7 to the department of education for the fiscal year beginning
 5 8 July 1, 2012, and ending June 30, 2013, an amount necessary to
 5 9 make all payments to school districts required under subsection
 5 10 2.

- Requires supplemental funding amounts to be allocated to school districts based on each district's FY 2014 budget enrollment and based on 2.00% of the FY 2013 regular program State cost per pupil (this amount is \$120.00 per pupil).
- Requires the funding to be categorized as miscellaneous income and not be included in the school's district cost.
- Specifies that any unencumbered or unobligated funds not revert at the end of FY 2014.
- Requires that the Department of Education include the supplemental payments in each school district's FY 2014 school aid monthly payments.

5 11 2. Moneys appropriated to the department of education under
 5 12 this section shall be used to provide a funding supplement to
 5 13 each school district during the fiscal year beginning July 1,
 5 14 2013, and ending June 30, 2014. Each school district's funding
 5 15 supplement amount shall be equal to two percent of the regular
 5 16 program state cost per pupil for the fiscal year beginning July
 5 17 1, 2012, and ending June 30, 2013, multiplied by the school
 5 18 district's budget enrollment for the fiscal year beginning July
 5 19 1, 2013, and ending June 30, 2014. Moneys received by a school
 5 20 district under this section shall be miscellaneous income for
 5 21 purposes of chapter 257 and shall not be included in district
 5 22 cost.

FISCAL IMPACT: The estimated fiscal impact is a one-time increase in State aid to school districts totaling \$57,100,000 in FY 2014. The funding is provided from a FY 2013 General Fund supplemental appropriation.

5 23 3. Notwithstanding section 8.33, moneys appropriated in
 5 24 this section that remain unencumbered or unobligated at the
 5 25 close of the fiscal year beginning July 1, 2012, and ending
 5 26 June 30, 2013, shall not revert but shall remain available for
 5 27 expenditure for the purposes designated until the close of the
 5 28 succeeding fiscal year.

5 29 4. The payment of funding supplement amounts under this
 5 30 section shall be paid by the department of education at the
 5 31 same time and in the same manner as foundation aid is paid
 5 32 under section 257.16 for the fiscal year beginning July 1,
 5 33 2013, and ending June 30, 2014, and may be included in the
 5 34 monthly payment of state aid under section 257.16, subsection
 5 35 2.

5 36 Sec. 9. EFFECTIVE UPON ENACTMENT. This division of this
 5 37 Act, being deemed of immediate importance, takes effect upon
 5 38 enactment.

Division I is effective on enactment.

5 39 DIVISION II
 5 40 SCHOOL DISTRICT FUNDING TERMINOLOGY

5 41 Sec. 10. Section 256C.4, subsection 1, paragraph f, Code
5 42 2013, is amended to read as follows:
5 43 f. The receipt of funding by a school district for the
6 1 purposes of this chapter, the need for additional funding
6 2 for the purposes of this chapter, or the enrollment count of
6 3 eligible students under this chapter shall not be considered
6 4 to be unusual circumstances, create an unusual need for
6 5 additional funds, or qualify under any other circumstances that
6 6 may be used by the school budget review committee to grant
6 7 supplemental aid to or establish ~~a modified allowable growth~~
6 8 supplemental amount for a school district under section 257.31.
6 9 Sec. 11. Section 257.2, subsection 1, Code 2013, is amended
6 10 by striking the subsection.
6 11 Sec. 12. Section 257.2, subsection 12, Code 2013, is amended
6 12 to read as follows:
6 13 12. "State percent of growth" means the percent of growth
6 14 which is established by statute pursuant to section 257.8, and
6 15 which is used in determining the ~~allowable growth~~ supplemental
6 16 state aid.
6 17 Sec. 13. Section 257.2, Code 2013, is amended by adding the
6 18 following new subsection:
6 19 NEW SUBSECTION 12A. "Supplemental state aid" means the
6 20 amount by which state cost per pupil and district cost per
6 21 pupil will increase from one budget year to the next.
6 22 Sec. 14. Section 257.6, subsection 1, paragraph a,
6 23 subparagraph (5), Code 2013, is amended to read as follows:
6 24 (5) Resident pupils receiving competent private instruction
6 25 from a licensed practitioner provided through a public
6 26 school district pursuant to chapter 299A shall be counted
6 27 as three-tenths of one pupil. Revenues received by a
6 28 school district attributed to a school district's weighted
6 29 enrollment pursuant to this subparagraph shall be expended
6 30 for the purpose for which the weighting was assigned under
6 31 this subparagraph. If the school district determines that
6 32 the expenditures associated with providing competent private
6 33 instruction pursuant to chapter 299A are in excess of the
6 34 revenue attributed to the school district's weighted enrollment
6 35 for such instruction in accordance with this subparagraph,
6 36 the school district may submit a request to the school budget
6 37 review committee for ~~a modified allowable growth~~ supplemental
6 38 amount in accordance with section 257.31, subsection 5,
6 39 paragraph "n". A home school assistance program shall not
6 40 provide moneys received pursuant to this subparagraph, nor
6 41 resources paid for with moneys received pursuant to this
7 1 subparagraph shall be used as provided in section 299A.12.
7 2 Sec. 15. Section 257.8, subsections 3, 6, and 7, Code 2013,

CODE: Conforming provisions that change the term allowable growth to supplemental State aid and the term modified allowable growth to modified supplemental amount in Iowa Code chapter 257.

7 3 are amended to read as follows:

7 4 ~~3. ALLOWABLE GROWTH SUPPLEMENTAL STATE AID~~ CALCULATION. The

7 5 department of management shall calculate the regular program

7 6 ~~allowable growth supplemental state aid~~ for a budget year by

7 7 multiplying the state percent of growth for the budget year

7 8 by the regular program state cost per pupil for the base year

7 9 and shall calculate the special education support services

7 10 ~~allowable growth supplemental state aid~~ for the budget year by

7 11 multiplying the state percent of growth for the budget year by

7 12 the special education support services state cost per pupil for

7 13 the base year.

7 14 ~~6. COMBINED ALLOWABLE GROWTH SUPPLEMENTAL STATE AID~~ . The

7 15 combined ~~allowable growth supplemental state aid~~ per pupil

7 16 for each school district is the sum of the regular program

7 17 ~~allowable growth supplemental state aid~~ per pupil and

7 18 the special education support services ~~allowable growth~~

7 19 ~~supplemental state aid~~ per pupil for the budget year, which may

7 20 be modified as follows:

7 21 a. By the school budget review committee under section

7 22 257.31.

7 23 b. By the department of management under section 257.36.

7 24 ~~7. ALTERNATE ALLOWABLE GROWTH SUPPLEMENTAL STATE AID~~ —

7 25 DEFINITIONS. For budget years beginning July 1, 2000, and

7 26 subsequent budget years, references to the terms “~~allowable~~

7 27 ~~growth~~” “~~supplemental state aid~~”, “regular program state cost

7 28 per pupil”, and “regular program district cost per pupil” shall

7 29 mean those terms as calculated for those school districts that

7 30 calculated regular program ~~allowable growth supplemental state~~

7 31 ~~aid~~ for the school budget year beginning July 1, 1999, with the

7 32 additional thirty-eight dollars specified in section 257.8,

7 33 subsection 4, Code 2013.

7 34 Sec. 16. Section 257.8, subsections 4 and 5, Code 2013, are

7 35 amended by striking the subsections.

7 36 Sec. 17. Section 257.9, subsection 1, paragraph b, Code

7 37 2013, is amended to read as follows:

7 38 b. The total calculated under this subsection shall

7 39 be divided by the total of the budget enrollments of all

7 40 school districts for the budget year beginning July 1, 1990,

7 41 calculated under section 257.6, subsection 4, if section

7 42 257.6, subsection 4, had been in effect for that budget

7 43 year. The regular program state cost per pupil for the budget

8 1 year beginning July 1, 1991, is the amount calculated by

8 2 the department of management under this subsection plus an

8 3 ~~allowable growth~~ amount of supplemental state aid, as defined

8 4 in section 257.2, Code Supplement 2013, that is equal to the

8 5 state percent of growth for the budget year multiplied by the

8 6 amount calculated by the department of management under this

8 7 subsection.

8 8 Sec. 18. Section 257.9, subsections 2, 4, 6, 7, 8, 9, and
8 9 10, Code 2013, are amended to read as follows:

8 10 2. REGULAR PROGRAM STATE COST PER PUPIL FOR 1992-1993 AND
8 11 SUCCEEDING YEARS. For the budget year beginning July 1, 1992,
8 12 and succeeding budget years, the regular program state cost
8 13 per pupil for a budget year is the regular program state cost
8 14 per pupil for the base year plus the regular program ~~allowable~~
8 15 ~~growth~~ supplemental state aid for the budget year.

8 16 4. SPECIAL EDUCATION SUPPORT SERVICES STATE COST PER PUPIL
8 17 FOR 1992-1993 AND SUCCEEDING YEARS. For the budget year
8 18 beginning July 1, 1992, and succeeding budget years, the
8 19 special education support services state cost per pupil for the
8 20 budget year is the special education support services state
8 21 cost per pupil for the base year plus the special education
8 22 support services ~~allowable-growth~~ supplemental state aid for
8 23 the budget year.

8 24 6. TEACHER SALARY SUPPLEMENT STATE COST PER PUPIL. For the
8 25 budget year beginning July 1, 2009, for the teacher salary
8 26 supplement state cost per pupil, the department of management
8 27 shall add together the teacher compensation allocation made
8 28 to each district for the fiscal year beginning July 1, 2008,
8 29 pursuant to section 284.13, subsection 1, paragraph "h", Code
8 30 2009, and the phase II allocation made to each district for the
8 31 fiscal year beginning July 1, 2008, pursuant to section 294A.9,
8 32 Code 2009, and divide that sum by the statewide total budget
8 33 enrollment for the fiscal year beginning July 1, 2009. The
8 34 teacher salary supplement state cost per pupil for the budget
8 35 year beginning July 1, 2010, and succeeding budget years, shall
8 36 be the amount calculated by the department of management under
8 37 this subsection for the base year plus ~~an allowable-growth a~~
8 38 supplemental state aid amount that is equal to the teacher
8 39 salary supplement categorical state percent of growth, pursuant
8 40 to section 257.8, subsection 2, for the budget year, multiplied
8 41 by the amount calculated by the department of management under
8 42 this subsection for the base year.

8 43 7. PROFESSIONAL DEVELOPMENT SUPPLEMENT STATE COST PER
9 1 PUPIL. For the budget year beginning July 1, 2009, for the
9 2 professional development supplement state cost per pupil, the
9 3 department of management shall add together the professional
9 4 development allocation made to each district for the fiscal
9 5 year beginning July 1, 2008, pursuant to section 284.13,
9 6 subsection 1, paragraph "d", Code 2009, and divide that sum
9 7 by the statewide total budget enrollment for the fiscal
9 8 year beginning July 1, 2009. The professional development
9 9 supplement state cost per pupil for the budget year beginning
9 10 July 1, 2010, and succeeding budget years, shall be the
9 11 amount calculated by the department of management under
9 12 this subsection for the base year plus ~~an allowable-growth a~~

9 13 supplemental state aid amount that is equal to the professional
9 14 development supplement categorical state percent of growth,
9 15 pursuant to section 257.8, subsection 2, for the budget year,
9 16 multiplied by the amount calculated by the department of
9 17 management under this subsection for the base year.

9 18 8. EARLY INTERVENTION SUPPLEMENT STATE COST PER PUPIL. For
9 19 the budget year beginning July 1, 2009, for the early
9 20 intervention supplement state cost per pupil, the department of
9 21 management shall add together the early intervention allocation
9 22 made to each district for the fiscal year beginning July
9 23 1, 2008, pursuant to section 256D.4, Code 2009, and divide
9 24 that sum by the statewide total budget enrollment for the
9 25 fiscal year beginning July 1, 2009. The early intervention
9 26 supplement state cost per pupil for the budget year beginning
9 27 July 1, 2010, and succeeding budget years, shall be the
9 28 amount calculated by the department of management under
9 29 this subsection for the base year plus ~~an allowable growth~~
9 30 a supplemental state aid amount that is equal to the early
9 31 intervention supplement categorical state percent of growth,
9 32 pursuant to section 257.8, subsection 2, for the budget year,
9 33 multiplied by the amount calculated by the department of
9 34 management under this subsection for the base year.

9 35 9. AREA EDUCATION AGENCY TEACHER SALARY SUPPLEMENT STATE COST
9 36 PER PUPIL. For the budget year beginning July 1, 2009, for
9 37 the area education agency teacher salary supplement state cost
9 38 per pupil, the department of management shall add together the
9 39 teacher compensation allocation made to each area education
9 40 agency for the fiscal year beginning July 1, 2008, pursuant to
9 41 section 284.13, subsection 1, paragraph "i", Code 2009, and
9 42 the phase II allocation made to each area education agency for
9 43 the fiscal year beginning July 1, 2008, pursuant to section
10 1 294A.9, Code 2009, and divide that sum by the statewide special
10 2 education support services weighted enrollment for the fiscal
10 3 year beginning July 1, 2009. The area education agency teacher
10 4 salary supplement state cost per pupil for the budget year
10 5 beginning July 1, 2010, and succeeding budget years, shall be
10 6 the amount calculated by the department of management under
10 7 this subsection for the base year plus ~~an allowable growth~~ a
10 8 supplemental state aid amount that is equal to the teacher
10 9 salary supplement categorical state percent of growth, pursuant
10 10 to section 257.8, subsection 2, for the budget year, multiplied
10 11 by the amount calculated by the department of management under
10 12 this subsection for the base year.

10 13 10. AREA EDUCATION AGENCY PROFESSIONAL DEVELOPMENT SUPPLEMENT
10 14 STATE COST PER PUPIL. For the budget year beginning July 1,
10 15 2009, for the area education agency professional development
10 16 supplement state cost per pupil, the department of management
10 17 shall add together the professional development allocation made

10 18 to each area education agency for the fiscal year beginning
10 19 July 1, 2008, pursuant to section 284.13, subsection 1,
10 20 paragraph "d", Code 2009, and divide that sum by the statewide
10 21 special education support services weighted enrollment for the
10 22 fiscal year beginning July 1, 2009. The area education agency
10 23 professional development supplement state cost per pupil for
10 24 the budget year beginning July 1, 2010, and succeeding budget
10 25 years, shall be the amount calculated by the department of
10 26 management under this subsection for the base year plus ~~an~~
10 27 ~~allowable growth~~ a supplemental state aid amount that is equal
10 28 to the professional development supplement categorical state
10 29 percent of growth, pursuant to section 257.8, subsection 2, for
10 30 the budget year, multiplied by the amount calculated by the
10 31 department of management under this subsection for the base
10 32 year.

10 33 Sec. 19. Section 257.10, subsection 1, Code 2013, is amended
10 34 to read as follows:

10 35 1. REGULAR PROGRAM DISTRICT COST PER PUPIL FOR
10 36 1991-1992. For the budget year beginning July 1, 1991, in order
10 37 to determine the regular program district cost per pupil for a
10 38 district, the department of management shall divide the product
10 39 of the regular program district cost per pupil of the district
10 40 for the base year, as regular program district cost per pupil
10 41 would have been calculated under section 442.9, Code 1989,
10 42 multiplied by its budget enrollment for the base year as budget
10 43 enrollment would have been calculated under section 442.4,
11 1 Code 1989, plus the amount added to district cost pursuant
11 2 to section 442.21, Code 1989, for each school district, by
11 3 the budget enrollment of the school district for the budget
11 4 year beginning July 1, 1990, calculated under section 257.6,
11 5 subsection 4, as if section 257.6, subsection 4, had been in
11 6 effect for that budget year. The regular program district cost
11 7 per pupil for the budget year beginning July 1, 1991, is the
11 8 amount calculated by the department of management under this
11 9 subsection plus the ~~allowable growth~~ amount of supplemental
11 10 state aid, as defined in section 257.2, Code Supplement 2013.
11 11 calculated for regular program state cost per pupil, except
11 12 that if the regular program district cost per pupil for the
11 13 budget year calculated under this subsection in any school
11 14 district exceeds one hundred ten percent of the regular program
11 15 state cost per pupil for the budget year, the department of
11 16 management shall reduce the regular program district cost per
11 17 pupil of that district for the budget year to an amount equal
11 18 to one hundred ten percent of the regular program state cost
11 19 per pupil for the budget year, and if the regular program
11 20 district cost per pupil for the budget year calculated under
11 21 this subsection in any school district is less than the
11 22 regular program state cost per pupil for the budget year, the

11 23 department of management shall increase the regular program
11 24 district cost per pupil of that district to an amount equal to
11 25 the regular program state cost per pupil for the budget year.
11 26 Sec. 20. Section 257.10, subsection 2, paragraph a, Code
11 27 2013, is amended to read as follows:
11 28 a. For the budget year beginning July 1, 1992, and
11 29 succeeding budget years, the regular program district cost per
11 30 pupil for each school district for a budget year is the regular
11 31 program district cost per pupil for the base year plus the
11 32 regular program ~~allowable-growth~~ supplemental state aid for the
11 33 budget year except as otherwise provided in this subsection.
11 34 Sec. 21. Section 257.10, subsection 4, paragraph a, Code
11 35 2013, is amended to read as follows:
11 36 a. For the budget year beginning July 1, 1992, and
11 37 succeeding budget years, the special education support services
11 38 district cost per pupil for the budget year is the special
11 39 education support services district cost per pupil for the base
11 40 year plus the special education support services ~~allowable~~
11 41 ~~growth~~ supplemental state aid for the budget year.
11 42 Sec. 22. Section 257.10, subsection 5, Code 2013, is amended
11 43 to read as follows:
12 1 5. COMBINED DISTRICT COST PER PUPIL. The combined district
12 2 cost per pupil for a school district is the sum of the regular
12 3 program district cost per pupil and the special education
12 4 support services district cost per pupil. Combined district
12 5 cost per pupil does not include a modified ~~allowable-growth~~
12 6 supplemental amount added for school districts that have
12 7 a negative balance of funds raised for special education
12 8 instruction programs, a modified ~~allowable-growth~~ supplemental
12 9 amount granted by the school budget review committee for a
12 10 single school year, or a modified ~~allowable-growth~~ supplemental
12 11 amount added for programs for dropout prevention.
12 12 Sec. 23. Section 257.10, subsection 9, paragraph a, Code
12 13 2013, is amended to read as follows:
12 14 a. For the budget year beginning July 1, 2009, the
12 15 department of management shall add together the teacher
12 16 compensation allocation made to each district for the fiscal
12 17 year beginning July 1, 2008, pursuant to section 284.13,
12 18 subsection 1, paragraph "h", Code 2009, and the phase II
12 19 allocation made to each district for the fiscal year beginning
12 20 July 1, 2008, pursuant to section 294A.9, Code 2009, and
12 21 divide that sum by the district's budget enrollment in the
12 22 fiscal year beginning July 1, 2009, to determine the teacher
12 23 salary supplement district cost per pupil. For the budget
12 24 year beginning July 1, 2010, and succeeding budget years,
12 25 the teacher salary supplement district cost per pupil for
12 26 each school district for a budget year is the teacher salary
12 27 supplement program district cost per pupil for the base year

12 28 plus the teacher salary supplement ~~state allowable growth~~
12 29 supplemental state aid amount for the budget year.
12 30 Sec. 24. Section 257.10, subsection 10, paragraph a, Code
12 31 2013, is amended to read as follows:
12 32 a. For the budget year beginning July 1, 2009, the
12 33 department of management shall divide the professional
12 34 development allocation made to each district for the fiscal
12 35 year beginning July 1, 2008, pursuant to section 284.13,
12 36 subsection 1, paragraph "d", Code 2009, by the district's
12 37 budget enrollment in the fiscal year beginning July 1, 2009,
12 38 to determine the professional development supplement cost
12 39 per pupil. For the budget year beginning July 1, 2010,
12 40 and succeeding budget years, the professional development
12 41 supplement district cost per pupil for each school district
12 42 for a budget year is the professional development supplement
12 43 district cost per pupil for the base year plus the professional
13 1 development supplement ~~state allowable growth~~ supplemental
13 2 state aid amount for the budget year.
13 3 Sec. 25. Section 257.10, subsection 11, paragraph a, Code
13 4 2013, is amended to read as follows:
13 5 a. For the budget year beginning July 1, 2009, the
13 6 department of management shall divide the early intervention
13 7 allocation made to each district for the fiscal year beginning
13 8 July 1, 2008, pursuant to section 256D.4, Code 2009, by the
13 9 district's budget enrollment in the fiscal year beginning July
13 10 1, 2009, to determine the early intervention supplement cost
13 11 per pupil. For the budget year beginning July 1, 2010, and
13 12 succeeding budget years, the early intervention supplement
13 13 district cost per pupil for each school district for a budget
13 14 year is the early intervention supplement district cost per
13 15 pupil for the base year plus the early development supplement
13 16 ~~state allowable growth~~ supplemental state aid amount for the
13 17 budget year.
13 18 Sec. 26. Section 257.13, subsections 2 and 3, Code 2013, are
13 19 amended to read as follows:
13 20 2. The board of directors of a school district that wishes
13 21 to receive an on-time funding budget adjustment shall adopt
13 22 a resolution to receive the adjustment and notify the school
13 23 budget review committee annually, but not earlier than November
13 24 1, as determined by the department of education. The school
13 25 budget review committee shall establish a modified ~~allowable~~
13 26 ~~growth in an~~ supplemental amount ~~determined~~ pursuant to
13 27 subsection 1.
13 28 3. If the board of directors of a school district
13 29 determines that a need exists for additional funds exceeding
13 30 the authorized budget adjustment for on-time funding pursuant
13 31 to this section, a request for a modified ~~allowable growth~~
13 32 supplemental amount based upon increased enrollment may be

13 33 submitted to the school budget review committee as provided in
13 34 section 257.31.

13 35 Sec. 27. Section 257.31, subsection 5, unnumbered paragraph
13 36 1, Code 2013, is amended to read as follows:

13 37 If a district has unusual circumstances, creating an unusual
13 38 need for additional funds, including but not limited to the
13 39 circumstances enumerated in paragraphs "a" through "n", the
13 40 committee may grant supplemental aid to the district from any
13 41 funds appropriated to the department of education for the use
13 42 of the school budget review committee for the purposes of
13 43 this subsection. The school budget review committee shall
14 1 review a school district's unexpended fund balance prior to
14 2 any decision regarding unusual finance circumstances. Such
14 3 aid shall be miscellaneous income and shall not be included
14 4 in district cost. In addition to or as an alternative to
14 5 granting supplemental aid the committee may establish a
14 6 modified ~~allowable-growth supplemental amount~~ for the district
14 7 by increasing its ~~allowable-growth supplemental state aid~~. The
14 8 school budget review committee shall review a school district's
14 9 unspent balance prior to any decision to ~~increase~~ establish
14 10 a modified allowable-growth supplemental amount under this
14 11 subsection.

14 12 Sec. 28. Section 257.31, subsection 6, paragraph a, Code
14 13 2013, is amended to read as follows:

14 14 a. The committee shall establish a modified ~~allowable~~
14 15 ~~growth supplemental amount~~ for a district by increasing its
14 16 ~~allowable-growth supplemental state aid~~ when the district
14 17 submits evidence that it requires additional funding for
14 18 removal, management, or abatement of environmental hazards due
14 19 to a state or federal requirement. Environmental hazards shall
14 20 include but are not limited to the presence of asbestos, radon,
14 21 or the presence of any other hazardous material dangerous to
14 22 health and safety.

14 23 Sec. 29. Section 257.31, subsection 7, paragraph b, Code
14 24 2013, is amended to read as follows:

14 25 b. Other expenditures, including but not limited to
14 26 expenditures for salaries or recurring costs, are not
14 27 authorized under this subsection. Expenditures authorized
14 28 under this subsection shall not be included in ~~allowable-growth~~
14 29 supplemental state aid or district cost, and the portion of the
14 30 unexpended fund balance which is authorized to be spent shall
14 31 be regarded as if it were miscellaneous income. Any part of
14 32 the amount not actually spent for the authorized purpose shall
14 33 revert to its former status as part of the unexpended fund
14 34 balance.

14 35 Sec. 30. Section 257.31, subsection 14, paragraph b,
14 36 subparagraph (3), Code 2013, is amended to read as follows:

14 37 (3) A school district is only eligible to receive

14 38 supplemental aid payments during the budget year if the school
14 39 district certifies to the school budget review committee that
14 40 for the year following the budget year it will notify the
14 41 school budget review committee to instruct the director of the
14 42 department of management to increase the district's ~~allowable~~
14 43 ~~growth supplemental state aid~~ and will fund the ~~allowable~~
15 1 ~~growth supplemental state aid~~ increase either by using moneys
15 2 from its unexpended fund balance to reduce the district's
15 3 property tax levy or by using cash reserve moneys to equal the
15 4 amount of the deficit that would have been property taxes and
15 5 any part of the state aid portion of the deficit not received
15 6 as supplemental aid under this subsection. The director
15 7 of the department of management shall make the necessary
15 8 adjustments to the school district's budget to provide the
15 9 modified ~~allowable growth~~ allowable growth supplemental amount and shall make
15 10 the supplemental aid payments.

15 11 Sec. 31. Section 257.32, subsection 1, paragraph a, Code
15 12 2013, is amended to read as follows:

15 13 a. An area education agency budget review procedure is
15 14 established for the school budget review committee created
15 15 in section 257.30. The school budget review committee, in
15 16 addition to its duties under section 257.31, shall meet and
15 17 hold hearings each year to review unusual circumstances of area
15 18 education agencies, either upon the committee's motion or upon
15 19 the request of an area education agency. The committee may
15 20 grant supplemental aid to the area education agency from funds
15 21 appropriated to the department of education for area education
15 22 agency budget review purposes, or an amount may be added to
15 23 the area education agency special education support services
15 24 ~~allowable growth supplemental state aid~~ for districts in an
15 25 area or an additional amount may be added to district cost for
15 26 media services or educational services for all districts in an
15 27 area for the budget year either on a temporary or permanent
15 28 basis, or both.

15 29 Sec. 32. Section 257.37, subsections 1 and 3, Code 2013, are
15 30 amended to read as follows:

15 31 1. For the budget year beginning July 1, 1991, and
15 32 succeeding budget years, the total amount funded in each area
15 33 for media services shall be computed as provided in this
15 34 subsection. For the budget year beginning July 1, 1991, the
15 35 total amount funded in each area for media services in the
15 36 base year shall be divided by the enrollment served in the
15 37 base year to provide an area media services cost per pupil in
15 38 the base year, and the department of management shall compute
15 39 the state media services cost per pupil in the base year which
15 40 is equal to the average of the area media services costs per
15 41 pupil in the base year. For the budget year beginning July 1,
15 42 1991, and succeeding budget years, the department of management

15 43 shall compute the ~~allowable growth supplemental state aid~~ for
16 1 media services in the budget year by multiplying the state
16 2 media services cost per pupil in the base year times the state
16 3 percent of growth for the budget year, and the total amount
16 4 funded in each area for media services cost in the budget year
16 5 equals the area media services cost per pupil in the base year
16 6 plus the ~~allowable growth supplemental state aid~~ for media
16 7 services in the budget year times the enrollment served in the
16 8 budget year. Funds shall be paid to area education agencies
16 9 as provided in section 257.35.

16 10 3. For the budget year beginning July 1, 1991, and
16 11 succeeding budget years, the total amount funded in each area
16 12 for educational services shall be computed as provided in this
16 13 subsection. For the budget year beginning July 1, 1991, the
16 14 total amount funded in each area for educational services
16 15 in the base year shall be divided by the enrollment served
16 16 in the area in the base year to provide an area educational
16 17 services cost per pupil in the base year, and the department of
16 18 management shall compute the state educational services cost
16 19 per pupil in the base year, which is equal to the average of
16 20 the area educational services costs per pupil in the base year.
16 21 For the budget year beginning July 1, 1991, and succeeding
16 22 budget years, the department of management shall compute
16 23 the ~~allowable growth supplemental state aid~~ for educational
16 24 services by multiplying the state educational services cost
16 25 per pupil in the base year times the state percent of growth
16 26 for the budget year, and the total amount funded in each area
16 27 for educational services for the budget year equals the area
16 28 educational services cost per pupil for the base year plus
16 29 the ~~allowable growth supplemental state aid~~ for educational
16 30 services in the budget year times the enrollment served in the
16 31 area in the budget year. Funds shall be paid to area education
16 32 agencies as provided in section 257.35.

16 33 Sec. 33. Section 257.37A, subsection 1, paragraph a, Code
16 34 2013, is amended to read as follows:

16 35 a. For the budget year beginning July 1, 2009, the
16 36 department of management shall add together the teacher
16 37 compensation allocation made to each area education agency for
16 38 the fiscal year beginning July 1, 2008, pursuant to section
16 39 284.13, subsection 1, paragraph "i", Code 2009, and the phase II
16 40 allocation made to each area education agency for the fiscal
16 41 year beginning July 1, 2008, pursuant to section 294A.9, Code
16 42 2009, and divide that sum by the special education support
16 43 services weighted enrollment in the fiscal year beginning July
17 1 1, 2009, to determine the area education agency teacher salary
17 2 supplement cost per pupil. For the budget year beginning July
17 3 1, 2010, and succeeding budget years, the area education agency
17 4 teacher salary supplement district cost per pupil for each area

17 5 education agency for a budget year is the area education agency
17 6 teacher salary supplement district cost per pupil for the base
17 7 year plus the area education agency teacher salary supplement
17 8 ~~state allowable growth supplemental state aid~~ amount for the
17 9 budget year.

17 10 Sec. 34. Section 257.37A, subsection 2, paragraph a, Code
17 11 2013, is amended to read as follows:

17 12 a. For the budget year beginning July 1, 2009, the
17 13 department of management shall divide the area education
17 14 agency professional development supplement made to each
17 15 area education agency for the fiscal year beginning July 1,
17 16 2008, pursuant to section 284.13, subsection 1, paragraph
17 17 "d", Code 2009, by the special education support services
17 18 weighted enrollment in the fiscal year beginning July 1, 2009,
17 19 to determine the professional development supplement cost
17 20 per pupil. For the budget year beginning July 1, 2010, and
17 21 succeeding budget years, the area education agency professional
17 22 development supplement district cost per pupil for each area
17 23 education agency for a budget year is the area education agency
17 24 professional development supplement district cost per pupil
17 25 for the base year plus the area education agency professional
17 26 development supplement ~~state allowable growth supplemental~~
17 27 ~~state aid~~ amount for the budget year.

17 28 Sec. 35. Section 257.38, subsection 1, unnumbered paragraph
17 29 1, Code 2013, is amended to read as follows:

17 30 Boards of school districts, individually or jointly with
17 31 boards of other school districts, requesting to use a modified
17 32 ~~allowable growth supplemental amount~~ for programs for returning
17 33 dropouts and dropout prevention, shall submit comprehensive
17 34 program plans for the programs and budget costs, including
17 35 annual requests for a modified allowable growth supplemental
17 36 amount for funding the programs, to the department of education
17 37 as a component of the comprehensive school improvement
17 38 plan submitted to the department pursuant to section 256.7,
17 39 subsection 21. The program plans shall include:

17 40 Sec. 36. Section 257.38, subsection 2, Code 2013, is amended
17 41 to read as follows:

17 42 2. Program plans shall identify the parts of the plan that
17 43 will be implemented first upon approval of the request. If
18 1 a district is requesting to use a modified allowable growth
18 2 supplemental amount to finance the program, the school district
18 3 shall not identify more than five percent of its budget
18 4 enrollment for the budget year as returning dropouts and
18 5 potential dropouts.

18 6 Sec. 37. Section 257.40, Code 2013, is amended to read as
18 7 follows:

18 8 257.40 APPROVAL OF PROGRAMS FOR RETURNING DROPOUTS AND
18 9 DROPOUT PREVENTION — ANNUAL REPORT.

18 10 1. The board of directors of a school district requesting
18 11 to use a modified allowable-growth supplemental amount for
18 12 programs for returning dropouts and dropout prevention shall
18 13 submit requests for a modified at-risk allowable-growth
18 14 supplemental amount, including budget costs, to the department
18 15 not later than December 15 of the year preceding the budget
18 16 year during which the program will be offered. The department
18 17 shall review the request and shall prior to January 15
18 18 either grant approval for the request or return the request
18 19 for approval with comments of the department included. An
18 20 unapproved request for a program may be resubmitted with
18 21 modifications to the department not later than February 1.
18 22 Not later than February 15, the department shall notify the
18 23 department of management and the school budget review committee
18 24 of the names of the school districts for which programs using a
18 25 modified allowable-growth supplemental amount for funding have
18 26 been approved and the approved budget of each program listed
18 27 separately for each school district having an approved request.

18 28 2. Beginning January 15, 2007, the department shall submit
18 29 an annual report to the chairpersons and ranking members of
18 30 the senate and house education committees that includes the
18 31 ways school districts in the previous school year used modified
18 32 allowable-growth supplemental amounts approved under subsection
18 33 1; identifies, by grade level, age, and district size, the
18 34 students in the dropout and dropout prevention programs for
18 35 which the department approves a request; describes school
18 36 district progress toward increasing student achievement and
18 37 attendance for the students in the programs; and describes how
18 38 the school districts are using the revenues from the modified
18 39 allowable-growth supplemental amounts to improve student
18 40 achievement among minority subgroups.

18 41 Sec. 38. Section 257.41, subsections 1 and 3, Code 2013, are
18 42 amended to read as follows:

18 43 1. BUDGET. The budget of an approved program for returning
19 1 dropouts and dropout prevention for a school district, after
19 2 subtracting funds received from other sources for that purpose,
19 3 shall be funded annually on a basis of one-fourth or more
19 4 from the district cost of the school district and up to
19 5 three-fourths by an increase in allowable-growth supplemental
19 6 state aid as defined in section 257.8. Annually, the
19 7 department of management shall establish a modified allowable
19 8 growth supplemental amount for each such school district equal
19 9 to the difference between the approved budget for the program
19 10 for returning dropouts and dropout prevention for that district
19 11 and the sum of the amount funded from the district cost of the
19 12 school district plus funds received from other sources.

19 13 3. LIMITATION. For the fiscal year beginning July 1, 2013,
19 14 and each succeeding fiscal year, the ratio of the amount of the

19 15 modified ~~allowable growth supplemental amount~~ established by
19 16 the department of management compared to the school district's
19 17 total regular program district cost shall not exceed two and
19 18 one-half percent. However, if the school district's highest
19 19 such ratio so determined for any fiscal year beginning on or
19 20 after July 1, 2009, but before July 1, 2013, exceeded two and
19 21 one-half percent, the ratio may exceed two and one-half percent
19 22 but shall not exceed the highest such ratio established during
19 23 that period.

19 24 Sec. 39. Section 257.46, subsection 2, Code 2013, is amended
19 25 to read as follows:

19 26 2. The remaining portion of the budget shall be funded
19 27 by the thirty-eight dollar increase in ~~allowable growth~~
19 28 supplemental state aid, as defined in section 257.2, Code
19 29 Supplement 2013, for the school budget year beginning July
19 30 1, 1999, multiplied by a district's budget enrollment. The
19 31 thirty-eight dollar increase for the school budget year
19 32 beginning July 1, 1999, shall increase in subsequent years by
19 33 each year's state percent of growth. School districts shall
19 34 annually report the amount expended for a gifted and talented
19 35 program to the department of education. The proportion of a
19 36 school district's budget which corresponds to the thirty-eight
19 37 dollar increase in ~~allowable growth supplemental state aid,~~
19 38 as defined in section 257.2, Code Supplement 2013, for the
19 39 school budget year beginning July 1, 1999, added to the amount
19 40 in subsection 1, shall be utilized exclusively for a school
19 41 district's gifted and talented program.

19 42 Sec. 40. Section 273.23, subsection 8, Code 2013, is amended
19 43 to read as follows:

20 1 8. For the school year beginning on the effective date
20 2 of an area education agency reorganization as provided in
20 3 this subchapter, the special education support services
20 4 cost per pupil shall be based upon the combined base year
20 5 budgets for special education support services of the area
20 6 education agencies that reorganized to form the newly formed
20 7 area education agency, divided by the total of the weighted
20 8 enrollment for special education support services in the
20 9 reorganized area education agency for the base year plus the
20 10 ~~allowable growth supplemental state aid~~ amount per pupil for
20 11 special education support services for the budget year as
20 12 calculated in section 257.8.

20 13 Sec. 41. Section 280.4, subsection 3, Code 2013, is amended
20 14 to read as follows:

20 15 3. In order to provide funds for the excess costs of
20 16 instruction of limited English proficient students above
20 17 the costs of instruction of pupils in a regular curriculum,
20 18 students identified as limited English proficient shall be
20 19 assigned an additional weighting of twenty-two hundredths, and

20 20 that weighting shall be included in the weighted enrollment of
 20 21 the school district of residence for a period not exceeding
 20 22 four years. However, the school budget review committee
 20 23 may grant supplemental aid or ~~a modified allowable growth~~
 20 24 supplemental amount to a school district to continue funding
 20 25 a program for students after the expiration of the four-year
 20 26 period.

20 27 Sec. 42. APPLICABILITY. This division of this Act applies
 20 28 to school budget years beginning on or after July 1, 2014.

Division II applies to the school budget years beginning July 1, 2014.

20 29 DIVISION III
 20 30 IOWA LEARNING ONLINE INITIATIVE — FEES AND APPROPRIATIONS

20 31 Sec. 43. Section 256.42, Code 2013, is amended by adding the
 20 32 following new subsections:

20 33 NEW SUBSECTION 8. The department shall establish fees
 20 34 payable by school districts and accredited nonpublic schools
 20 35 participating in the initiative. Fees collected pursuant
 20 36 to this subsection are appropriated to the department to be
 20 37 used only for the purpose of administering this section and
 20 38 shall be established so as not to exceed the budgeted cost of
 20 39 administering this section to the extent not covered by the
 20 40 moneys appropriated in subsection 9. Providing professional
 20 41 development necessary to prepare teachers to participate in the
 20 42 initiative shall be considered a cost of administering this
 20 43 section. Notwithstanding section 8.33, fees collected by the
 21 1 department that remain unencumbered or unobligated at the close
 21 2 of the fiscal year shall not revert but shall remain available
 21 3 for expenditure for the purpose of expanding coursework offered
 21 4 under the initiative in subsequent fiscal years.

CODE: Requires the Department of Education (DE) to establish fees paid by school districts and accredited nonpublic schools that participate in the Iowa Learning Online (ILO) Initiative.

DETAIL: Fees collected by the DE are appropriated to the Department and are only to be used to administer the ILO Initiative and not exceed the budgeted cost to administer the Initiative. Professional development to prepare teachers to participate in the Initiative is considered a cost to administer the ILO Initiative. Fees collected by the DE that are not spent by the close of the fiscal year in which the fees are collected remain available for expenditure to expand the coursework offered by the Initiative in subsequent fiscal years.

21 5 NEW SUBSECTION 9. There is appropriated from the general
 21 6 fund of the state to the department, for the following fiscal
 21 7 years, the following amounts, to be used for administering
 21 8 this section and for not more than three full-time equivalent
 21 9 positions:

CODE: General Fund appropriation to the Department of Education to administer the ILO Initiative.

DETAIL: Permits the DE a maximum of 3.00 FTE positions to administer the ILO Initiative.

21 10 a. For the fiscal year beginning July 1, 2014, and ending
 21 11 June 30, 2015, the sum of one million five hundred thousand
 21 12 dollars.

CODE: General Fund appropriation of \$1,500,000 for FY 2015 for the ILO Initiative.

DETAIL: This is no change compared to estimated FY 2014. House File 604 (FY 2014 Education Appropriations Bill) appropriates \$6,840,000 for Education Reform provisions. Division XVI of this Bill allocates \$1,500,000 of the appropriation in HF 604 for the ILO

Initiative for FY 2014.

CODE: General Fund appropriation of \$1,500,000 for FY 2016 for the ILO Initiative.

DETAIL: This is no change compared to estimated FY 2015.

21 13 b. For the fiscal year beginning July 1, 2015, and ending
21 14 June 30, 2016, the sum of one million five hundred thousand
21 15 dollars.

21 16 DIVISION IV
21 17 TRAINING AND EMPLOYMENT OF TEACHERS

21 18 Sec. 44.NEW SECTION 256.96 ONLINE STATE JOB POSTING
21 19 SYSTEM.

CODE: Requires the DE to establish an online state job posting system.

DETAIL: The system is to be set up to provide for the online posting on the DE's internet site of job openings offered by school districts, charter schools, Area Education Agencies (AEAs), the DE, and accredited nonpublic schools.

- The job posting system must include a mechanism for the electronic submission of job openings.
- Job postings on the system must include a statement that an employer submitting a job opening on the system will not discriminate in hiring on the basis of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, religion, marital status, or status as a veteran.
- Allows the DE to contract or partner with another entity, or use an existing internet site to operate the online state job posting system.

FISCAL IMPACT: The fiscal impact to the DE to develop the online job posting system is \$350,000 in FY 2014. Costs will depend on the decision by the DE to contract or partner with another entity, or use an existing internet site to operate the system. The DE will require 1.00 FTE position to maintain the system at a initial cost of \$74,100 in FY 2014.

21 20 1. The department shall provide for the operation of an
21 21 online state job posting system. The system shall be designed
21 22 and implemented for the online posting of job openings offered
21 23 by school districts, charter schools, area education agencies,
21 24 the department, and accredited nonpublic schools. The system
21 25 shall be accessible via the department's internet site. The
21 26 system shall include a mechanism for the electronic submission
21 27 of job openings for posting on the system as provided in
21 28 subsection 2. The system and each job posting on the system
21 29 shall include a statement that an employer submitting a job
21 30 opening for posting on the system will not discriminate in
21 31 hiring on the basis of race, ethnicity, national origin,
21 32 gender, age, physical disability, sexual orientation, gender
21 33 identity, religion, marital status, or status as a veteran.
21 34 The department may contract for, or partner with another entity
21 35 for, the use of an existing internet site to operate the online
21 36 state job posting system if the existing internet site is more
21 37 effective and economical than the department's internet site.

CODE: Requires school districts, charter schools, and AEAs to submit all of their job openings to the DE for posting on the system. The DE must post all of its job openings on the system. Accredited nonpublic schools may submit job postings to the DE for posting on the system.

21 38 2. A school district, charter school, or area education
21 39 agency shall submit all of its job openings to the department
21 40 for posting on the system. The department shall post all of
21 41 its job openings on the system. An accredited nonpublic school
21 42 may submit job openings to the department for posting on the
21 43 system.

22 1 3. This section shall not be construed to do any of the
 22 2 following:
 22 3 a. Prohibit any employer from advertising job openings and
 22 4 recruiting employees independently of the system.
 22 5 b. Prohibit any employer from using another method of
 22 6 advertising job openings or another applicant tracking system
 22 7 in addition to the system.
 22 8 c. Provide the department with any regulatory authority in
 22 9 the hiring process or hiring decisions of any employer other
 22 10 than the department.

CODE: Prohibits the following in regards to the online job posting system:

- Any employer from advertising job openings and recruiting employees independently of the system.
- Any employer from using another method of advertising job openings or another applicant tracking system in addition to the system.
- The DE with any regulatory authority in the hiring process or hiring decisions of any employer other than the DE.

22 11 Sec. 45.NEW SECTION 256.98 TEACH IOWA STUDENT TEACHING
 22 12 PILOT PROJECT.

22 13 1. Subject to an appropriation of sufficient funds by
 22 14 the general assembly, the department shall establish a teach
 22 15 iowa student teaching pilot project in collaboration with
 22 16 two institutions of higher education which offer teacher
 22 17 preparation programs approved by the state board of education
 22 18 pursuant to section 256.7, subsection 3. The two institutions
 22 19 of higher education shall include one institution of higher
 22 20 education under the control of the state board of regents and
 22 21 one accredited private institution as defined in section 261.9.

CODE: Establishes a Teach Iowa Student Teaching Pilot Project within the DE, subject to an appropriation by the General Assembly. The Project is a collaboration of the DE with two institutions of higher education which offer teacher preparation programs approved by the State Board of Education. The two institutions of higher education includes one under control of the State Board of Regents, and one accredited private institution.

DETAIL: This is a new program for FY 2014. House File 604 (FY 2014 Education Appropriations Bill) appropriates \$6,840,000 for Education Reform provisions. Division XVI of this Bill allocates \$1,000,000 of the appropriation in HF 604 for the Teach Iowa Student Teaching Pilot Project for FY 2014.

22 22 2. The teach iowa student teaching pilot project shall
 22 23 provide students in teacher preparation programs with a
 22 24 one-year student teaching experience. A student teaching
 22 25 experience provided under the pilot project must include all
 22 26 of the following requirements:

CODE: Requires the Teach Iowa Student Teaching Pilot Project to provide students in teacher preparation programs with a one-year student teaching experience.

22 27 a. A participating institution of higher education
 22 28 shall work with one or more school districts individually
 22 29 or collaboratively to place groups of students in a
 22 30 student teaching experience for an entire academic year. A
 22 31 participating institution of higher education shall take into
 22 32 consideration geographic diversity in the selection of school
 22 33 districts for participation in the pilot project.
 22 34 b. A participating institution of higher education shall
 22 35 supervise the student teachers in the classroom and shall
 22 36 provide the students with weekly on-site instruction in
 22 37 pedagogy in the participating school districts.

DETAIL: The student teaching experience under the Project must include the following requirements:

- Participating institutions of higher education must work with one or more school districts individually or collaboratively to place groups of students in a student teaching experience for an entire academic year. Participating institutions of higher education must take into consideration geographic diversity in the selection of school districts for participation in the pilot project.
- Participating institutions of higher education must supervise the student teachers in the classroom and must provide the

		students with weekly on-site instruction in pedagogy in the participating school districts.
22 38	3. The state board shall adopt rules pursuant to chapter 17A	CODE: Requires the State Board of Education to adopt rules to
22 39	to administer this section.	administer the Teach Iowa Student Teaching Pilot Project.
22 40	Sec. 46.NEW SECTION 261.110 TEACH IOWA SCHOLAR PROGRAM.	
22 41	1. A teach Iowa scholar program is established to provide	CODE: Establishes a Teach Iowa Scholar Program within the College
22 42	teach Iowa scholar grants to selected high-caliber teachers.	Student Aid Commission to provide Teach Iowa Scholar Grants to
22 43	The commission shall administer the program in collaboration	selected high-caliber teachers. The Commission will administer the
23 1	with the department of education.	program in collaboration with the DE.
		DETAIL: There is no appropriation for the Program in FY 2014 or FY
		2015.
23 2	2. An Iowa resident or nonresident applicant shall be	CODE: Iowa residents or nonresidents are eligible for a Teach Iowa
23 3	eligible for a teach Iowa scholar grant if the applicant	Scholar Grant if the applicant meets all of the criteria specified under,
23 4	meets all of the criteria specified under, or established in	or established in accordance with, subsection 3. Priority is given to
23 5	accordance with, subsection 3. Priority shall be given to	applicants who are residents of Iowa.
23 6	applicants who are residents of Iowa.	
23 7	3. Criteria for eligibility shall be established by the	CODE: Criteria for Teach Iowa Scholar Grants are to be established by
23 8	commission and shall include but are not limited to the	the Commission and must include but are not limited to the following:
23 9	following:	
23 10	a. The applicant was in the top twenty-five percent	• The applicant was in the top 25.00% academically of students
23 11	academically of students exiting a teacher preparation program	exiting a teacher preparation program approved by the State
23 12	approved by the state board of education pursuant to section	Board of Education or a similar teacher preparation program in
23 13	256.7, subsection 3, or a similar teacher preparation program	another state, or had earned other comparable academic
23 14	in another state, or had earned other comparable academic	credentials.
23 15	credentials.	• The applicant is preparing to teach in fields including but not
23 16	b. The applicant is preparing to teach in fields including	limited to science, technology, engineering, or mathematics
23 17	but not limited to science, technology, engineering, or	(STEM); English as a second language or special education
23 18	mathematics; English as a second language or special education	instruction; or is preparing to teach in a hard to staff subject as
23 19	instruction; or is preparing to teach in a hard-to-staff	identified by the DE. The DE must take into account the varying
23 20	subject as identified by the department. The department shall	regional needs in the state for teachers in the identified subject
23 21	take into account the varying regional needs in the state for	areas. The DE must annually identify and designate hard to
23 22	teachers in these subject areas when applying the criterion	staff subjects. The eligibility of an applicant who receives a
23 23	of this paragraph. The department shall annually identify	Teach Iowa Scholar Grant and who is preparing to teach in a
23 24	and designate hard-to-staff subjects for the purpose of this	hard to staff subject as identified by the DE must not be
23 25	paragraph. The eligibility of an applicant who receives a	affected in subsequent years if the DE does not continue to
23 26	teach Iowa scholar grant and who is preparing to teach in a	identify that subject as a hard to staff subject.
23 27	hard-to-staff subject as identified by the department shall	
23 28	not be affected in subsequent years if the department does not	
23 29	continue to identify that subject as a hard-to-staff subject.	

23 30 4. A selected applicant who meets all of the eligibility
 23 31 requirements of this section shall be eligible for a teach Iowa
 23 32 scholar grant for each year of full-time employment completed
 23 33 in this state as a teacher for a school district, charter
 23 34 school, area education agency, or accredited nonpublic school.
 23 35 A teach Iowa scholar grant shall not exceed four thousand
 23 36 dollars per year per recipient. Grants awarded under this
 23 37 section shall not exceed a total of twenty thousand dollars per
 23 38 recipient over a five-year period.

CODE: Applicants who meet the requirements are eligible for a Teach Iowa Scholar Grant for each year of full-time employment completed in Iowa as a teacher for a school district, charter school, AEA, or accredited nonpublic school.

DETAIL: A Teach Iowa Scholar Grant cannot exceed \$4,000 per year per recipient, and not exceed a total of \$20,000 per recipient over a five-year period.

FISCAL IMPACT: There is no appropriation for the Teach Iowa Scholar Grants in FY 2014 or FY 2015.

23 39 5. The commission, in collaboration with the department
 23 40 of education, shall adopt rules pursuant to chapter 17A to
 23 41 administer this section. The rules shall include but shall not
 23 42 be limited to a process for use by the commission to determine
 23 43 which eligible applicants will receive teach Iowa scholar
 24 1 grants.

CODE: Requires the College Student Aid Commission in collaboration with the DE to adopt rules to administer the Teach Iowa Scholar Program

24 2 6. A teach Iowa scholar fund is established in the state
 24 3 treasury. The fund shall be administered by the commission and
 24 4 shall consist of moneys appropriated by the general assembly
 24 5 and any other moneys received by the commission for deposit
 24 6 in the fund. The moneys in the fund are appropriated to the
 24 7 commission for the teach Iowa scholar program. Notwithstanding
 24 8 section 8.33, moneys in the fund at the close of the fiscal
 24 9 year shall not revert to the general fund of the state but
 24 10 shall remain available for expenditure for the teach Iowa
 24 11 scholar program for subsequent fiscal years. Notwithstanding
 24 12 section 12C.7, subsection 2, interest or earnings on moneys in
 24 13 the fund shall be credited to the fund.

CODE: Establishes a Teach Iowa Scholar Fund in the State Treasury. The Fund is administered by the College Student Aid Commission and consists of funds appropriated by the General Assembly and any other funds received by the Commission for deposit in the Fund. Money in the Fund at the close of the fiscal year does not revert to the General Fund, but remains available for expenditure for the Teach Iowa Scholar Program for subsequent fiscal years.

DETAIL: There is no General Fund or Other Fund Appropriation for the Program in FY 2014 or FY 2015.

24 14 DIVISION V
 24 15 ASSESSMENTS

24 16 Sec. 47. Section 256.7, subsection 21, paragraph b, Code
 24 17 2013, is amended to read as follows:

24 18 b. A set of core academic indicators in mathematics and
 24 19 reading in grades four, eight, and eleven, a set of core
 24 20 academic indicators in science in grades eight and eleven, and
 24 21 another set of core indicators that includes but is not limited
 24 22 to graduation rate, postsecondary education, and successful
 24 23 employment in Iowa.

CODE: Technical reference.

24 24 (1) Annually, the department shall report state data

CODE: Requires the use of the assessment utilized by school districts

24 25 for each indicator in the condition of education report.
 24 26 Rules adopted pursuant to this subsection shall specify that
 24 27 the approved district-wide assessment of student progress
 24 28 administered for purposes of ~~this paragraph~~ the indicators
 24 29 shall be the assessment utilized by school districts statewide
 24 30 in the school year beginning July 1, 2011, ~~or a successor~~
 24 31 ~~assessment administered by the same assessment provider.~~

statewide in the school year beginning July 1, 2011 as the approved district-wide assessment (Iowa Assessments) or allows a successor assessment administered by the same provider.

24 32 (2) Notwithstanding subparagraph (1), for the school year
 24 33 beginning July 1, 2016, and each succeeding school year, the
 24 34 rules shall provide that all students enrolled in school
 24 35 districts in grades three through eleven shall be administered
 24 36 an assessment during the last quarter of the school year
 24 37 that at a minimum assesses the indicators identified in this
 24 38 paragraph "b"; is aligned with the Iowa common core standards
 24 39 in both content and rigor; accurately describes student
 24 40 achievement and growth for purposes of the school, the school
 24 41 district, and state accountability systems; and provides valid,
 24 42 reliable, and fair measures of student progress toward college
 24 43 or career readiness.

CODE: Beginning with the school year that starts after July 1, 2016, all students in third through eleventh grade are required to be assessed during the last quarter of the school year in math, reading, and science. The assessment is to be aligned with the Iowa Common Core Standards and provide reliable measures of student progress toward college or career readiness.

25 1 (3) The director shall establish an assessment task force
 25 2 to review and make recommendations for a statewide assessment
 25 3 of student progress on the indicators identified pursuant to
 25 4 this paragraph "b". The task force shall recommend a statewide
 25 5 assessment that is aligned to the Iowa common core standards
 25 6 and is, at a minimum, valid, reliable, tested, and piloted in
 25 7 Iowa. In addition, in developing recommendations, the task
 25 8 force shall consider the costs to school districts and the
 25 9 state in providing and administering such an assessment and
 25 10 the technical support necessary to implement the assessment.
 25 11 The task force shall submit its recommendations in a report
 25 12 to the director, the state board, and the general assembly by
 25 13 January 1, 2015. The task force shall assist with the final
 25 14 development and implementation of the assessment administered
 25 15 pursuant to subparagraph (2). The task force members shall
 25 16 include but not be limited to teachers, school administrators,
 25 17 business leaders, representatives of state agencies, and
 25 18 members of the general public. This subparagraph is repealed
 25 19 July 1, 2020.

CODE: Requires the Director of the DE to establish an Assessment Task Force to review and make recommendations for a statewide assessment of student progress.

- The Task Force is to recommend a statewide assessment that is aligned to the Iowa Common Core standards.
- A final report by the Task Force with recommendations is due by January 1, 2015 to the Director of the DE, the State Board of Education and the General Assembly.
- Task Force members must include, but are not limited to, teachers, school administrators, business leaders, representatives of State agencies, and members of the general public.
- This subparagraph establishing the Assessment Task Force is repealed July 1, 2020.

25 20 (4) The state board ~~may~~ shall submit to the general
 25 21 assembly recommendations the state board deems appropriate for
 25 22 modifications of assessments of student progress administered
 25 23 for purposes of this paragraph "b".

CODE: Requires the State Board of Education to submit to the General Assembly recommendations the State Board deems appropriate for modification of assessments of student progress.

25 26 Sec. 48.NEW SECTION 256.29 COUNCIL ON EDUCATOR
25 27 DEVELOPMENT ESTABLISHED.

25 28 1. A council on educator development is established
25 29 to conduct a study and make recommendations regarding the
25 30 following:

25 31 a. A statewide teacher evaluation system and performance
25 32 review requirements.

25 33 b. A statewide administrator evaluation system.

25 34 2. The goal of the study shall be to determine the efficacy
25 35 of the current systems in providing practitioners with clear
25 36 and actionable feedback to enhance their practice and advance
25 37 student learning. The council shall receive input from
25 38 teachers, administrators, and evaluators regarding educators'
25 39 personal experiences with evaluations.

25 40 3. The study shall review the following:

25 41 a. The current teacher evaluation system and performance
25 42 review requirements and the current administrator evaluation
25 43 system requirements.

26 1 b. The Iowa teaching standards.

26 2 c. Criteria used to further define the Iowa teaching
26 3 standards.

26 4 d. The Iowa standards for school administrators.

26 5 e. Nationally accepted teaching standards.

26 6 f. The process for developing individual teacher and
26 7 individual administrator professional development plans.

26 8 g. Evaluator training.

26 9 h. The peer group reviews conducted pursuant to chapter 284.

26 10 i. The interrelated facets of the teacher and administrator
26 11 evaluation systems and performance review requirements.

26 12 4. Any evaluation system recommended by the council shall
26 13 be designed, at a minimum, so that the system is or does all of
26 14 the following:

26 15 a. Is meaningful, providing all teachers and administrators
26 16 with clear and actionable feedback.

26 17 b. Is comprehensive and based on multiple indicators
26 18 designed to enhance an educator's practice.

26 19 c. Provides for ongoing, nonevaluation feedback and regular,
26 20 comprehensive, and fair evaluations.

CODE: Establishes a Council on Educator Development within the DE to conduct a study and make recommendations regarding the following:

- Statewide teacher evaluation system and performance review requirements.
- Statewide administrator evaluation system.

DETAIL: This is a new Council for FY 2014. House File 604 (FY 2014 Education Appropriations Bill) appropriates \$6,840,000 for Education Reform provisions. Division XVI of this Bill allocates \$100,000 of the appropriation in HF 604 for the Council on Educator Development for FY 2014.

CODE: Requires the study 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 must receive input from teachers, administrators, and evaluators regarding educators' personal experiences with evaluations.

CODE: Requires the study to review the following:

- Current teacher evaluation system and performance review requirements and the current administrator evaluation system requirements.
- Iowa teaching standards.
- Criteria used to further define the Iowa teaching standards.
- Iowa standards for school administrators.
- Nationally accepted teaching standards.
- Process for developing individual teacher and individual administrator professional development plans.
- Evaluator training.
- Peer group reviews established in Iowa Code section 284.8.
- Interrelated facets of the teacher and administrator evaluation systems and performance review requirements.

CODE: Requires any evaluation system recommended by the Council to be designed so that the system is or does the requirements set forth in Code.

26 21 d. Is developed and implemented with input from teachers and
 26 22 administrators, respecting their own evaluation systems; and
 26 23 is developed and implemented in partnership with organizations
 26 24 representing teachers, administrators, and school board members
 26 25 at the state and local school district levels.

26 26 e. Is based on clear standards for what teachers and
 26 27 administrators should know and be able to do.

26 28 f. Is adequately funded, staffed, and fully developed
 26 29 and validated, and includes training for all teachers and
 26 30 administrators concerning the new systems before the systems
 26 31 are used to make any high-stakes employment decisions.

26 32 g. Is applicable to teachers and administrators in all
 26 33 content areas.

26 34 5. In developing recommendations for any evaluation system,
 26 35 the council shall consider, at a minimum, all of the following:

26 36 a. Any proposed revisions to systems, standards, or training
 26 37 reviewed pursuant to subsection 3.

26 38 b. The fair and balanced use of student outcome measures,
 26 39 comprised of multiple, reliable indicators of student growth
 26 40 and learning that are appropriate to the curriculum and the
 26 41 students being taught. These measures may include but are
 26 42 not limited to gauges of higher order skills such as student
 26 43 research papers, science investigations, technology products,
 27 1 and art projects; teacher-defined objectives for individual
 27 2 student growth; student learning objectives developed jointly
 27 3 by a teacher and principal or evaluator; district, school, or
 27 4 teacher-created assessments; and high-quality standardized
 27 5 tests that provide valid, reliable, timely, and meaningful
 27 6 information regarding student learning and growth.

27 7 c. Multiple indicators to provide evidence of practice,
 27 8 including but not limited to classroom observations; proof
 27 9 of practice such as lesson plans, curriculum plans, and
 27 10 instructional notes; teacher and administrator interviews,
 27 11 respecting their own evaluation systems; self-assessment; and
 27 12 evidence of professional contributions and collaboration.

27 13 d. Student and parent surveys.

27 14 e. A multitiered evaluation system that differentiates at
 27 15 least three levels of teacher and administrator performance.

27 16 6. The council shall be comprised of at least seventeen
 27 17 voting members appointed by the director by October 1, 2013,
 27 18 as follows:

27 19 a. Eight members representing education stakeholders who
 27 20 shall be subject to the evaluation systems being recommended.

27 21 b. One member representing the department.

27 22 c. One member representing the area education agencies.

27 23 d. One member representing the Iowa state education

CODE: Requires the Council to consider certain requirements in developing recommendations for any evaluation system.

CODE: Requires the Council on Educator Development to be comprised of at least 17 voting members appointed by the Director of the DE by October 1, 2013. Membership in the Council is required to be made up of the following:

- Eight members representing education stakeholders who will be subject to the evaluation systems being recommended.
- One member representing the DE.

27 24 association.
 27 25 e. One member representing the school administrators of
 27 26 Iowa.
 27 27 f. One member representing the Iowa association of school
 27 28 boards.
 27 29 g. One member representing the urban education network.
 27 30 h. One member representing the largest approved practitioner
 27 31 preparation institution in the state.
 27 32 i. One member representing Iowa's approved administrator
 27 33 preparation programs.
 27 34 j. One member representing parents of Iowa elementary or
 27 35 secondary students.

- One member representing the AEAs.
- One member representing the Iowa State Education Association.
- One member representing the School Administrators of Iowa.
- One member representing the Iowa Association of School Boards.
- One member representing the Urban Education Network.
- One member representing the largest approved practitioner preparation institution in the state.
- One member representing Iowa's approved administrator preparation programs.
- One member representing parents of Iowa elementary or secondary students.

27 36 7. Four members of the general assembly shall serve as ex
 27 37 officio, nonvoting members of the council, with one member to
 27 38 be appointed by each of the following: the majority leader of
 27 39 the senate, the minority leader of the senate, the speaker of
 27 40 the house of representatives, and the minority leader of the
 27 41 house of representatives. A legislative member serves for a
 27 42 term as provided in section 69.16B and is eligible for per diem
 27 43 and expenses as provided in section 2.10.

CODE: Requires four members of the General Assembly serve as ex officio, nonvoting members of the Council on Educator Development.

28 1 8. To the extent possible, the council shall have balanced
 28 2 representation with regard to teachers and administrators.
 28 3 Teachers and administrators from elementary and secondary
 28 4 education shall be included in the membership, as well as
 28 5 school and area education agency personnel who are evaluated
 28 6 under the teacher evaluation system but who are not classroom
 28 7 teachers.

CODE: Requires the Council to have balanced representation of teachers and administrators. Teachers and administrators from elementary and secondary education must be included in the membership, as well as school and AEA personnel who are evaluated under the teacher evaluation system but who are not classroom teachers.

28 8 9. The member representing the area education agencies
 28 9 shall convene the initial meeting. The council shall elect
 28 10 a chairperson from among its members for a term of one year.
 28 11 Administrative support and staffing for the council shall be
 28 12 provided by the department. The voting members of the council
 28 13 shall be reimbursed for actual and necessary expenses incurred
 28 14 in the performance of their duties and shall receive a per diem
 28 15 as specified in section 7E.6.

CODE: Requires the member representing the AEA to convene the initial meeting. The Council is to elect a chairperson from among its members for a term of one year. Administrative support and staffing for the council will be provided by the department. The voting members of the Council will be reimbursed for actual and necessary expenses incurred in the performance of their duties and will receive a per diem.

28 16 10. The council shall provide for the wide distribution
 28 17 of a preliminary draft of its recommendations for evaluation
 28 18 systems and performance review requirements to teachers,
 28 19 administrators, and school board members throughout the
 28 20 state by October 1, 2015, and shall provide a mechanism
 28 21 and opportunity for practitioners and school board members
 28 22 to submit feedback to the council. Such feedback shall be

CODE: Requires the Council to distribute a preliminary draft of its recommendations for evaluation systems and performance review requirements to teachers, administrators, and school board members throughout the state by October 1, 2015. The Council is to provide a mechanism and opportunity for practitioners and school board members to submit feedback to the Council and the feedback must be reviewed by the Council prior to making final recommendations.

28 23 reviewed by the council prior to making final recommendations.

28 24 11. The council shall submit its findings and
 28 25 recommendations to the state board of education, the governor,
 28 26 and the general assembly by November 15, 2016.

CODE: Requires the Council on Educator Development to submit its findings and recommendations to the State Board of Education, Governor, and the General Assembly by November 15, 2016.

28 27 DIVISION VII
 28 28 IOWA TEACHER CAREER AND COMPENSATION MATTERS

28 29 Sec. 49. Section 257.1, subsection 2, paragraph b, Code
 28 30 2013, is amended to read as follows:
 28 31 b. For the budget year commencing July 1, 1999, and for each
 28 32 succeeding budget year the regular program foundation base per
 28 33 pupil is eighty-seven and five-tenths percent of the regular
 28 34 program state cost per pupil. For the budget year commencing
 28 35 July 1, 1991, and for each succeeding budget year the special
 28 36 education support services foundation base is seventy-nine
 28 37 percent of the special education support services state cost
 28 38 per pupil. The combined foundation base is the sum of the
 28 39 regular program foundation base, the special education support
 28 40 services foundation base, the total teacher salary supplement
 28 41 district cost, the total professional development supplement
 28 42 district cost, the total early intervention supplement district
 28 43 cost, the total teacher leadership supplement district cost,
 29 1 the total area education agency teacher salary supplement
 29 2 district cost, and the total area education agency professional
 29 3 development supplement district cost.

CODE: Conforming language to add the teacher leadership supplement to the school aid formula funding provisions.

29 4 Sec. 50. Section 257.1, subsection 3, Code 2013, is amended
 29 5 to read as follows:
 29 6 3. COMPUTATIONS ROUNDED. In making computations and
 29 7 payments under this chapter, except in the case of computations
 29 8 relating to funding of special education support services,
 29 9 media services, and educational services provided through the
 29 10 area education agencies, and the teacher salary supplement, the
 29 11 professional development supplement, ~~and~~ the early intervention
 29 12 supplement, and the teacher leadership supplement, the
 29 13 department of management shall round amounts to the nearest
 29 14 whole dollar.

29 15 Sec. 51. Section 257.4, subsection 1, paragraph a, Code
 29 16 2013, is amended by adding the following new subparagraph:
 29 17 NEW SUBPARAGRAPH (8) The total teacher leadership
 29 18 supplement district cost.

29 19 Sec. 52. Section 257.8, subsection 2, Code 2013, is amended
 29 20 to read as follows:

29 21 2. CATEGORICAL STATE PERCENT OF GROWTH. The categorical
 29 22 state percent of growth for the budget year beginning July 1,
 29 23 2010, is two percent. The categorical state percent of growth

29 24 for the budget year beginning July 1, 2012, is two percent.
 29 25 The categorical state percent of growth for each budget year
 29 26 shall be established by statute which shall be enacted within
 29 27 thirty days of the submission in the year preceding the
 29 28 base year of the governor's budget under section 8.21. The
 29 29 establishment of the categorical state percent of growth for a
 29 30 budget year shall be the only subject matter of the bill which
 29 31 enacts the categorical state percent of growth for a budget
 29 32 year. The categorical state percent of growth may include
 29 33 state percents of growth for the teacher salary supplement, the
 29 34 professional development supplement, ~~and~~ the early intervention
 29 35 supplement, and the teacher leadership supplement.

29 36 Sec. 53. Section 257.9, Code 2013, is amended by adding the
 29 37 following new subsection:
 29 38 NEW SUBSECTION 11. TEACHER LEADERSHIP SUPPLEMENT STATE COST
 29 39 PER PUPIL. The teacher leadership supplement state cost per
 29 40 pupil amount for the budget year beginning July 1, 2014, shall
 29 41 be calculated by the department of management by dividing the
 29 42 allocation amount for the budget year beginning July 1, 2014,
 29 43 in section 284.13, subsection 1, paragraph "0e", subparagraph
 30 1 (5), by one-third of the statewide total budget enrollment for
 30 2 the fiscal year beginning July 1, 2014. The teacher leadership
 30 3 supplement state cost per pupil for the budget year beginning
 30 4 July 1, 2015, and succeeding budget years, shall be the teacher
 30 5 leadership supplement state cost per pupil for the base year
 30 6 plus a supplemental state aid amount that is equal to the
 30 7 teacher leadership supplement categorical state percent of
 30 8 growth, pursuant to section 257.8, subsection 2, for the budget
 30 9 year, multiplied by the teacher leadership supplement state
 30 10 cost per pupil for the base year.

CODE: Specifies the calculation of the Teacher Leadership Supplement (TLS) State cost per pupil amount. Beginning in FY 2015, requires the Department of Management to calculate the TLS State cost per pupil amount by dividing the amount allocated in Section 67 of this Bill by one-third of the total FY 2015 budget enrollment. Requires that beginning in FY 2016, the TLS State cost per pupil amount be increased by the TLS categorical state percent of growth.

DETAIL: Section 67 allocates \$50,000,000 through the Student Achievement/Teacher Quality (SATQ) program for the purposes of the TLS aid payments to school districts beginning in FY 2015. Of this amount, \$700,000 may be used by the Department of Education to develop and implement the system leaving \$49,300,000 to be allocated to school districts. The LSA estimates that the per pupil amount will be determined by dividing \$49,300,000 by one-third of the FY 2015 budget enrollment and has estimated the FY 2015 TLS State cost per pupil amount will be \$310.55.

FISCAL IMPACT: The fiscal impact of this provision is dependent on an appropriation made through the SATQ program and the total budget enrollment for FY 2015 and will not occur until FY 2016. However, assuming that one-third of the enrollment is included in the TLS supplement and a 0.00% allowable growth rate for FY 2016, the LSA estimates this will generate \$49,300,000 in TLS State categorical funding amounts through the school aid formula beginning in FY 2016. Currently, no appropriations have been made to the SATQ program for this provision.

30 11 Sec. 54. Section 257.10, subsection 8, paragraph a, Code
 30 12 2013, is amended to read as follows:
 30 13 a. Combined district cost is the sum of the regular program
 30 14 district cost per pupil multiplied by the weighted enrollment,
 30 15 the special education support services district cost, the total
 30 16 teacher salary supplement district cost, the total professional

CODE: Conforming language to add the TLS State categorical supplement amount to the combined district cost.

30 17 development supplement district cost, ~~and~~ the total early
 30 18 intervention supplement district cost, ~~and the total teacher~~
 30 19 ~~leadership supplement district cost~~, plus the sum of the
 30 20 additional district cost allocated to the district to fund
 30 21 media services and educational services provided through the
 30 22 area education agency, the area education agency total teacher
 30 23 salary supplement district cost and the area education agency
 30 24 total professional development supplement district cost.

30 25 Sec. 55. Section 257.10, Code 2013, is amended by adding the
 30 26 following new subsection:
 30 27 NEW SUBSECTION 12. TEACHER LEADERSHIP SUPPLEMENT COST PER
 30 28 PUPIL AND DISTRICT COST.

30 29 a. The teacher leadership supplement district cost per
 30 30 pupil amount for the budget year beginning July 1, 2014, shall
 30 31 be calculated by the department of management by dividing the
 30 32 allocation amount for the budget year beginning July 1, 2014,
 30 33 in section 284.13, subsection 1, paragraph "0e", subparagraph
 30 34 (5), by one-third of the statewide total budget enrollment
 30 35 for the fiscal year beginning July 1, 2014. For the budget
 30 36 year beginning July 1, 2015, and succeeding budget years, the
 30 37 teacher leadership supplement district cost per pupil for each
 30 38 school district for a budget year is the teacher leadership
 30 39 supplement program district cost per pupil for the base year
 30 40 plus the teacher leadership supplement supplemental state aid
 30 41 amount for the budget year.

30 42 b. For the budget year beginning July 1, 2015, and
 30 43 succeeding budget years, if the department of management
 31 1 determines that the unadjusted teacher leadership supplement
 31 2 district cost of a school district for a budget year is less
 31 3 than one hundred percent of the unadjusted teacher leadership
 31 4 supplement district cost for the base year for the school
 31 5 district, the school district shall receive a budget adjustment
 31 6 for that budget year equal to the difference.

31 7 c. (1) The unadjusted teacher leadership supplement
 31 8 district cost is the teacher leadership supplement district
 31 9 cost per pupil for each school district for a budget year
 31 10 multiplied by the budget enrollment for that school district.

31 11 (2) The total teacher leadership supplement district cost
 31 12 is the sum of the unadjusted teacher leadership supplement
 31 13 district cost plus the budget adjustment for that budget year.

31 14 d. For the budget year beginning July 1, 2014, and
 31 15 succeeding budget years, the use of the funds calculated under
 31 16 this subsection shall comply with the requirements of chapter
 31 17 284 and shall be distributed to teachers pursuant to section
 31 18 284.15. The funds shall be used only to increase the payment
 31 19 for a teacher assigned to a leadership role pursuant to a
 31 20 framework or comparable system approved pursuant to section

CODE: Adds the TLS State categorical supplement to the school district's budget beginning in FY 2016 for eligible school districts and defines the TLS district cost. Provides a budget guarantee provision for districts with declining enrollments, ensuring districts receive 100.00% of the previous fiscal year's TLS district cost amount (not including the previous fiscal year's budget guarantee portion).

DETAIL: School district eligibility for the TLS district cost provision will be phased in between FY 2016 and FY 2018.

31 21 284.15; to increase the percentages of teachers assigned to
 31 22 leadership roles; to increase the minimum teacher starting
 31 23 salary to thirty-three thousand five hundred dollars; to
 31 24 cover the costs for the time mentor and lead teachers are not
 31 25 providing instruction to students in a classroom; for coverage
 31 26 of a classroom when an initial or career teacher is observing
 31 27 or co-teaching with a teacher assigned to a leadership role;
 31 28 for professional development time to learn best practices
 31 29 associated with the career pathways leadership process; and for
 31 30 other costs associated with a framework or comparable system
 31 31 approved by the department of education under section 284.15
 31 32 with the goals of improving instruction and elevating the
 31 33 quality of teaching and student learning.

31 34 Sec. 56. Section 257.16, subsection 4, Code 2013, is amended
 31 35 to read as follows:

31 36 4. Notwithstanding any provision to the contrary, if
 31 37 the governor orders budget reductions in accordance with
 31 38 section 8.31, the teacher salary supplement district cost,
 31 39 the professional development supplement district cost, ~~and~~
 31 40 the early intervention supplement district cost, and the
 31 41 teacher leadership supplement district cost as calculated
 31 42 under section 257.10, subsections 9, 10, ~~and 11, and 12,~~ and
 31 43 the area education agency teacher salary supplement district
 32 1 cost and the area education agency professional development
 32 2 supplement district cost as calculated under section 257.37A,
 32 3 subsections 1 and 2, shall be paid in full as calculated and
 32 4 the reductions in the appropriations provided in accordance
 32 5 with this section shall be reduced from the remaining moneys
 32 6 appropriated pursuant to this section and shall be distributed
 32 7 on a per pupil basis calculated with the weighted enrollment
 32 8 determined in accordance with section 257.6, subsection 5.

CODE: Adds the TLS State categorical supplement to the list of school funding programs that are not subject to a State General Fund across-the-board reduction ordered by the Governor.

32 9 Sec. 57. Section 282.18, subsection 7, Code 2013, is amended
 32 10 to read as follows:

32 11 7. A pupil participating in open enrollment shall be
 32 12 counted, for state school foundation aid purposes, in the
 32 13 pupil's district of residence. A pupil's residence, for
 32 14 purposes of this section, means a residence under section
 32 15 282.1. The board of directors of the district of residence
 32 16 shall pay to the receiving district the state cost per pupil
 32 17 for the previous school year, and the teacher leadership
 32 18 supplement state cost per pupil for the previous fiscal year
 32 19 as provided in section 257.9, plus any moneys received for
 32 20 the pupil as a result of the non-English speaking weighting
 32 21 under section 280.4, subsection 3, for the previous school
 32 22 year multiplied by the state cost per pupil for the previous
 32 23 year. If the pupil participating in open enrollment is also

CODE: Adds the TLS State cost per pupil to the per pupil amounts that a resident school district must pay to an attending school district for open enrolled students.

32 24 an eligible pupil under section 261E.6, the receiving district
 32 25 shall pay the tuition reimbursement amount to an eligible
 32 26 postsecondary institution as provided in section 261E.7.

32 27 Sec. 58. Section 284.2, subsections 1, 7, and 8, Code 2013,
 32 28 are amended to read as follows:

32 29 1. "Beginning teacher" means an individual serving under an
 32 30 initial or intern license, issued by the board of educational
 32 31 examiners under chapter 272, who is assuming a position as a
 32 32 teacher. "Beginning teacher" includes an individual who is
 32 33 an initial teacher. For purposes of the beginning teacher
 32 34 mentoring and induction program created pursuant to section
 32 35 284.5, "beginning teacher" also includes preschool teachers
 32 36 who are licensed by the board of educational examiners under
 32 37 chapter 272 and are employed by a school district or area
 32 38 education agency. "Beginning teacher" does not include a
 32 39 teacher whose employment with a school district or area
 32 40 education agency is probationary unless the teacher is serving
 32 41 under an initial or teacher intern license issued by the board
 32 42 of educational examiners under chapter 272.

32 43 7. "Mentor" means an individual employed by a school
 33 1 district or area education agency as a teacher or a retired
 33 2 teacher who holds a valid license issued under chapter
 33 3 272. The individual must have a record of ~~four~~ three years
 33 4 of successful teaching practice, must be employed on a
 33 5 nonprobationary basis, and must demonstrate professional
 33 6 commitment to both the improvement of teaching and learning and
 33 7 the development of beginning teachers.

33 8 8. "Performance review" means a summative evaluation of
 33 9 a teacher other than a beginning teacher ~~and that is used~~
 33 10 to determine whether the teacher's practice meets school
 33 11 district expectations and the Iowa teaching standards, ~~and to~~
 33 12 ~~determine whether the teacher's practice meets school district~~
 33 13 ~~expectations for career advancement in accordance with section~~
 33 14 ~~284.7~~ 284.8.

33 15 Sec. 59. Section 284.3, subsection 2, paragraph a, Code
 33 16 2013, is amended to read as follows:

33 17 a. For purposes of comprehensive evaluations ~~for, standards~~
 33 18 ~~and criteria which measure a beginning teachers required to~~
 33 19 ~~allow beginning teachers to progress to career teachers,~~
 33 20 ~~standards and criteria that are teacher's performance against~~
 33 21 the Iowa teaching standards specified in subsection 1, and
 33 22 the criteria for the Iowa teaching standards developed by the
 33 23 department in accordance with section 256.9, ~~subsection 46 to~~
 33 24 determine whether the teacher's practice meets the requirements
 33 25 specified for a career teacher. These standards and criteria
 33 26 shall be set forth in an instrument provided by the department.
 33 27 The comprehensive evaluation and instrument are not subject to

CODE: Provides for modifications in the definitions of beginning teacher, mentor, and performance review in regards to teacher performance, compensation and career development. This includes:

- Adding an initial teacher to the definition of a beginning teacher.
- Requiring three years of successful teacher practice, instead of four, for a teacher to be designated as a mentor teacher.
- Modifying the performance review definition to remove the expectations for career advance provision.

33 28 negotiations or grievance procedures pursuant to chapter 20 or
 33 29 determinations made by the board of directors under section
 33 30 279.14. A local school board and its certified bargaining
 33 31 representative may negotiate, pursuant to chapter 20,
 33 32 evaluation and grievance procedures for beginning teachers that
 33 33 are not in conflict with this chapter. If, in accordance with
 33 34 section 279.19, a beginning teacher appeals the determination
 33 35 of a school board to an adjudicator under section 279.17, the
 33 36 adjudicator selected shall have successfully completed training
 33 37 related to the Iowa teacher standards, the criteria adopted by
 33 38 the state board of education in accordance with subsection 3,
 33 39 and any additional training required under rules adopted by the
 33 40 public employment relations board in cooperation with the state
 33 41 board of education.

33 42 Sec. 60. Section 284.3A, subsection 2, paragraph a, Code
 33 43 2013, is amended to read as follows:
 34 1 a. For the school budget year beginning July 1, 2010,
 34 2 and each succeeding school year, school districts and area
 34 3 education agencies shall combine payments made to teachers
 34 4 under sections 257.10 and 257.37A with regular wages to
 34 5 create a combined salary. The teacher contract issued under
 34 6 section 279.13 must include the combined salary. If a school
 34 7 district or area education agency uses a salary schedule, a
 34 8 combined salary schedule shall be used for regular wages and
 34 9 for distribution of payments under sections 257.10 and 257.37A,
 34 10 incorporating the salary minimums required in section 284.7,
 34 11 or required under a framework or comparable system approved
 34 12 pursuant to section 284.15. The combined salary schedule must
 34 13 use only the combined salary and cannot differentiate regular
 34 14 salaries and distribution of payments under sections 257.10 and
 34 15 257.37A.

34 16 Sec. 61. Section 284.5, subsection 2, Code 2013, is amended
 34 17 by striking the subsection.

34 18 Sec. 62. Section 284.5, subsection 4, Code 2013, is amended
 34 19 to read as follows:
 34 20 4. Each school district and area education agency shall
 34 21 develop ~~an initial beginning teacher mentoring and induction~~
 34 22 a plan for the program. A school district shall include its
 34 23 plan in the school district's comprehensive school improvement
 34 24 plan submitted pursuant to section 256.7, subsection 21. The
 34 25 ~~beginning teacher mentoring and induction~~ plan shall, at a
 34 26 minimum, provide for a two-year sequence of induction program
 34 27 content and activities to support the Iowa teaching standards

CODE: Adds the new minimum salary level for the Teacher Career Paths, Leadership Roles, and Compensation Framework or comparable system to the combined salary schedule.

DETAIL: The new minimum salary level for districts implementing the Framework or comparable system is \$33,500.

CODE: Conforming language that strikes the section pertaining to adoption of rules by the State Board of Education for the Beginning Teacher Mentoring and Induction Program.

CODE: Conforming language to align with the mentoring system.

34 28 and beginning teacher professional and personal needs; mentor
 34 29 training that includes, at a minimum, skills of classroom
 34 30 demonstration and coaching, and district expectations for
 34 31 beginning teacher competence on Iowa teaching standards;
 34 32 placement of mentors and beginning teachers; the process for
 34 33 dissolving mentor and beginning teacher partnerships; district
 34 34 organizational support for release time for mentors and
 34 35 beginning teachers to plan, provide demonstration of classroom
 34 36 practices, observe teaching, and provide feedback; structure
 34 37 for mentor selection and assignment of mentors to beginning
 34 38 teachers; a district facilitator; and program evaluation.

34 39 Sec. 63. Section 284.6, subsection 8, Code 2013, is amended
 34 40 to read as follows:

34 41 8. For each year in which a school district receives funds
 34 42 calculated and paid to school districts for professional
 34 43 development pursuant to section 257.10, subsection 10, or
 35 1 section 257.37A, subsection 2, the school district shall
 35 2 create quality professional development opportunities. Not
 35 3 less than thirty-six hours in the school calendar, held
 35 4 outside of the minimum school day, shall be set aside during
 35 5 nonpreparation time or designated professional development
 35 6 time to allow practitioners to collaborate with each other
 35 7 to deliver educational programs and assess student learning,
 35 8 or to engage in peer review pursuant to section 284.8,
 35 9 subsection 1. ~~The goal for the use of the funds is to provide~~
 35 10 ~~one additional contract day or the equivalent thereof for~~
 35 11 ~~professional development, and use of the~~ The funds is may be
 35 12 used to implement the professional development provisions of
 35 13 the teacher career paths and leadership roles specified in
 35 14 section 284.7 or 284.15, including but not limited to providing
 35 15 professional development to teachers, including additional
 35 16 salaries for time beyond the normal negotiated agreement; pay
 35 17 for substitute teachers, professional development materials,
 35 18 speakers, and professional development content; and costs
 35 19 associated with implementing the individual professional
 35 20 development plans. The use of the funds shall be balanced
 35 21 between school district, attendance center, and individual
 35 22 professional development plans, making every reasonable effort
 35 23 to provide equal access to all teachers.

35 24 Sec. 64. Section 284.7, Code 2013, is amended by adding the
 35 25 following new subsection:
 35 26 NEW SUBSECTION 6. This section is repealed July 1, 2016.

35 27 Sec. 65. Section 284.9, Code 2013, is amended by adding the
 35 28 following new subsection:
 35 29 NEW SUBSECTION 5. This section is repealed July 1, 2016.

CODE: Strikes the stated goal that Professional Development Supplement (PDS) State categorical funds are to be used to provide one additional contract day. Specifies that the PDS State categorical funds can be used to implement professional development provisions of the Teacher Career Paths and Leadership Roles.

CODE: Repeals the Section pertaining to the Iowa Teacher Career Path effective July 1, 2016.

CODE: Repeals the section pertaining to the review panel for Career II teachers effective July 1, 2016.

35 30 Sec. 66.NEW SECTION 284.11 STATE SUPPLEMENTAL ASSISTANCE
35 31 FOR HIGH-NEED SCHOOLS.

35 32 1. FINDINGS AND INTENT. The general assembly finds that
35 33 students whose first language is not English, who have special
35 34 needs, or who come from low-income backgrounds face potential
35 35 obstacles to learning. Schools across Iowa, both urban and
35 36 rural, have increasing numbers of students who face these
35 37 challenges. Therefore, it is the intent of the general
35 38 assembly to provide supplemental assistance to the highest-need
35 39 schools in Iowa to address these challenges. This section
35 40 provides for state assistance to allow school districts to
35 41 develop extended learning time programs, hire instructional
35 42 support staff, provide additional professional development, or
35 43 supplement the salary of teachers in the identified schools.

CODE: Specifies it is the intent of the General Assembly to provide supplemental assistance to high-need schools in the State.

36 1 2. DEPARTMENT'S RESPONSIBILITIES. The department shall do
36 2 the following:

36 3 a. Collect relevant data and establish a list of high-need
36 4 schools eligible for state supplemental assistance. The
36 5 department shall establish a process and criteria to determine
36 6 which schools are placed on the list and the department shall
36 7 revise the list annually. Criteria for the determination of
36 8 which high-need schools shall be placed on the list shall be
36 9 based upon factors that include but are not limited to the
36 10 socioeconomic status of the students enrolled in the school,
36 11 the percentage of the school's student body who are limited
36 12 English proficient students, student academic growth, certified
36 13 instructional staff attrition, and geographic balance. The
36 14 department may approve or disapprove requests for revision
36 15 of the list, which a school district submits pursuant to
36 16 subsection 3.
36 17 b. Develop a standardized process for distributing moneys
36 18 appropriated for supplemental assistance for high-need schools
36 19 under section 284.13, subsection 1, paragraph "00e", to school
36 20 districts. In determining the process for distribution of such
36 21 moneys, the department shall take into consideration the amount
36 22 of moneys appropriated for supplemental assistance in high-need
36 23 schools for the given year and the minimal amount of moneys
36 24 needed to increase the academic achievement of students. A
36 25 school district receiving moneys pursuant to this section shall
36 26 certify annually to the department how the moneys distributed
36 27 to the school district pursuant to this section were used by
36 28 the school district.
36 29 c. Review the use and effectiveness of the funds distributed
36 30 to school districts for supplemental assistance in high-need
36 31 schools under this section, and consider the findings and

CODE: Requires the Department of Education (DE) to do the following in the area of high-need schools:

- Collect data and establish a list of high-need schools eligible for supplemental assistance. Additionally, requires the DE to revise the list of high-need schools on an annual basis.
- Develop a standardized process for allocating funding designated for supplemental assistance for high-need schools.
- Review the use and effectiveness of the funds allocated to high-need schools.
- Submit an annual report with findings and recommendations to the General Assembly by January 15.

DETAIL: Section 67 authorizes the DE to use \$100,000 from the \$10,000,000 SATQ allocation to the supplemental assistance to high-need schools and is authorizes one FTE position to administer the provisions of this Section.

36 32 recommendations of the commission on educator leadership
 36 33 and compensation submitted pursuant to section 284.15,
 36 34 subsection 13, relating to the use and effectiveness of the
 36 35 funds distributed to school districts under this section. The
 36 36 department shall submit its findings and recommendations in a
 36 37 report to the general assembly by January 15 annually.

36 38 3. SCHOOL DISTRICT REQUEST FOR APPROVAL. A school district
 36 39 may request on an annual basis approval from the department
 36 40 for additions to the list of high-need schools the department
 36 41 maintains pursuant to subsection 2 based upon the unique local
 36 42 conditions and needs of the school district. The criteria used
 36 43 to determine the placement of high-need schools on the list in
 37 1 accordance with subsection 2, does not restrict the department
 37 2 from adding a high-need school to the list as requested by a
 37 3 school district on the basis of unique local conditions and
 37 4 needs pursuant to this subsection.

CODE: Allows school districts to request from the DE, additions to the list of high-need schools based on unique local conditions and needs of the school district.

37 5 4. MONEYS RECEIVED AND MISCELLANEOUS INCOME. The
 37 6 distribution of moneys allocated pursuant to section 284.13,
 37 7 subsection 1, paragraph "00e", to a school district shall be
 37 8 made in one payment on or about October 15 of the fiscal year
 37 9 for which the appropriation is made, taking into consideration
 37 10 the relative budget and cash position of the state resources.
 37 11 Such moneys shall not be commingled with state aid payments
 37 12 made under section 257.16 to a school district and shall be
 37 13 accounted for by the local school district separately from
 37 14 state aid payments. Payments made to school districts under
 37 15 this section are miscellaneous income for purposes of chapter
 37 16 257. A school district shall maintain a separate listing
 37 17 within its budget for payments received and expenditures made
 37 18 pursuant to this section.

CODE: Specifies the timing of payments and appropriate accounting procedures for the High-Need Schools Supplemental Assistance allocations.

37 19 5. MONEYS RECEIVED TO SUPPLEMENT SALARIES. Moneys received
 37 20 by a school district pursuant to section 284.13, subsection 1,
 37 21 paragraph "00e", shall be used to supplement and not supplant
 37 22 the salary being received by a teacher in a high-need school,
 37 23 and shall not be considered under chapter 20 by an arbitrator
 37 24 or other third party in determining a comparison of the wages
 37 25 of teachers in that high-need school with the wages of teachers
 37 26 in other buildings or in another school district.

CODE: Requires that the high-need schools supplemental assistance allocation payments to teachers be used to supplement and not supplant the salary received by the teacher in a high-need school. Requires that the payment is not to be considered for collective bargaining purposes in the comparison of wages between schools.

37 27 Sec. 67. Section 284.13, subsection 1, Code 2013, is amended
 37 28 by adding the following new paragraphs:

37 29 NEW PARAGRAPH 0e. (1) For the following years, to the
 37 30 department of education, for purposes of teacher leadership
 37 31 supplemental aid payments to school districts for implementing

CODE: Specifies the allocation amounts for the teacher leadership supplemental aid payments to implement the Career Paths, Leadership Roles, and Compensation Framework or comparable system.

37 32 the career paths, leadership roles, and compensation framework
 37 33 or comparable system approved in accordance with section
 37 34 284.15, subsection 6, the following amounts:
 37 35 (a) For the fiscal year beginning July 1, 2014, and ending
 37 36 June 30, 2015, fifty million dollars.
 37 37 (b) For the fiscal year beginning July 1, 2015, and ending
 37 38 June 30, 2016, fifty million dollars.
 37 39 (c) For the fiscal year beginning July 1, 2016, and ending
 37 40 June 30, 2017, fifty million dollars.

DETAIL: The allocation levels are \$50,000,000 annually from FY 2015 through FY 2017. The three years of allocations will provide funding for the initial year of implementation for eligible districts.

FISCAL IMPACT: This provision is contingent upon a sufficient appropriation to the Student Achievement/Teacher Quality Program (SATQ) beginning in FY 2015. Currently, no appropriation has been made for this specific allocation amount.

37 41 (2) (a) For the initial school year for which a school
 37 42 district receives department approval for and implements a
 37 43 framework or comparable system in accordance with section
 38 1 284.15, teacher leadership supplement foundation aid payable to
 38 2 that school district shall be paid from the allocation made in
 38 3 subparagraph (1) for that school year. For that school year,
 38 4 the teacher leadership supplement foundation aid payable to
 38 5 the school district is the product of the teacher leadership
 38 6 district cost per pupil for the school year multiplied by the
 38 7 school district's budget enrollment.
 38 8 (b) For budget years subsequent to the initial school year
 38 9 for which a school district implemented a system and received
 38 10 funding pursuant to subparagraph division (a), the teacher
 38 11 leadership supplement foundation aid payable to that school
 38 12 district shall be paid from the appropriation made in section
 38 13 257.16.

CODE: Requires that for districts receiving approval from the Department of Education to implement the Framework or comparable system, the funding in the initial year will be provided from the SATQ allocation for the teacher leadership supplemental aid and for subsequent fiscal years the funding will be provided through the school aid formula through the teacher leadership supplemental State categorical funding mechanism.

38 14 (3) Of the moneys allocated to the department for the
 38 15 purposes of this paragraph "0e", for each fiscal year included
 38 16 in subparagraph (1), not more than seven hundred thousand
 38 17 dollars shall be used by the department for the development of
 38 18 a delivery system to assist in implementing the career paths
 38 19 and leadership roles considered pursuant to sections 284.15,
 38 20 284.16, and 284.17, including but not limited to planning
 38 21 grants to school districts and area education agencies,
 38 22 technical assistance for the department, technical assistance
 38 23 for districts and area education agencies, training and staff
 38 24 development, and the contracting of external expertise and
 38 25 services. In using moneys allocated for purposes of this
 38 26 subparagraph (3), the department shall give priority to school
 38 27 districts with certified enrollments of fewer than six hundred
 38 28 students. A portion of the moneys allocated annually to the
 38 29 department for purposes of this subparagraph (3) may be used
 38 30 by the department for administrative purposes and for not more
 38 31 than five full-time equivalent positions.

CODE: Specifies that of the \$50,000,000 SATQ allocation amounts for FY 2015 through FY 2017, the Department of Education use up to \$700,000 to develop a delivery system to assist in the implementation of the career paths and leadership roles. A portion of the \$700,000 may be used for administrative purposes and for not more than 5.00 FTE positions.

DETAIL: In addition to this allocation, Division XVI provides a \$700,000 allocation to the Department from an appropriation in HF 604 (FY 2014 Education Appropriations Bill) for the purposes stated in this Section.

38 32 (4) Of the moneys allocated to the department for purposes

CODE: Requires if the Department of Education does not fully expend

38 33 of this paragraph "0e", for each fiscal year of the fiscal
 38 34 period beginning July 1, 2014, and ending June 30, 2017, the
 38 35 amount remaining after the allocations in subparagraph (3)
 38 36 shall be payable to the school districts that have an approved
 38 37 career path, leadership roles, and compensation framework or
 38 38 approved comparable system as provided in section 284.15.

the \$700,000 allocation in FY 2015 through FY 2017, the remaining funds will be allocated to school districts with an approved Framework or comparable system.

38 39 (5) For each fiscal year of the fiscal period beginning
 38 40 July 1, 2014, and ending June 30, 2017, moneys received by a
 38 41 school district pursuant to this paragraph "0e" shall not be
 38 42 considered under chapter 20 by an arbitrator or other third
 38 43 party in determining a comparison of the wages of teachers in
 39 1 that school district with the wages of teachers in another
 39 2 school district.

CODE: Requires that the teacher leadership supplemental aid payments not to be considered for collective bargaining purposes in the comparison of wages between schools.

39 3 (6) The receipt of funding by a school district for the
 39 4 purposes of this paragraph "0e", and the need for additional
 39 5 funding for the purposes of this paragraph "0e", or the
 39 6 enrollment count of eligible students under this chapter,
 39 7 shall not be considered to be unusual circumstances, create an
 39 8 unusual need for additional funds, or qualify under any other
 39 9 circumstances that may be used by the school budget review
 39 10 committee to grant supplemental aid to or establish a modified
 39 11 supplemental amount for a school district under section 257.31.

CODE: Specifies that school districts cannot receive a modified supplemental amount (formerly referred to as modified allowable growth) for teacher leadership supplemental aid from the School Budget Review Committee (SBRC).

39 12 NEW PARAGRAPH 00e. For the fiscal year beginning July 1,
 39 13 2014, and for each subsequent fiscal year, to the department
 39 14 of education, ten million dollars for purposes of implementing
 39 15 the supplemental assistance for high-need schools provisions
 39 16 of section 284.11. Annually, of the moneys allocated to
 39 17 the department for purposes of this paragraph, up to one
 39 18 hundred thousand dollars may be used by the department for
 39 19 administrative purposes and for not more than one full-time
 39 20 equivalent position.

CODE: Specifies that beginning in FY 2015, a \$10,000,000 allocation from the Student Achievement/Teacher Quality (SATQ) Program is for the High-Need Schools Supplemental assistance provisions created in Section 66. Permits the Department of Education to use up to \$100,000 and authorizes the use of 1.00 FTE position for administrative purposes each fiscal year.

DETAIL: This provision is contingent upon a sufficient appropriation to the SATQ Program. Currently, no appropriation has been made for this specific allocation amount.

39 21 Sec. 68. Section 284.13, subsection 1, paragraph e, Code
 39 22 2013, is amended to read as follows:
 39 23 e. Notwithstanding section 8.33, any moneys remaining
 39 24 unencumbered or unobligated from the moneys allocated for
 39 25 purposes of ~~paragraph~~ paragraphs "a", "b", or "c" through "00e"
 39 26 shall not revert but shall remain available in the succeeding
 39 27 fiscal year for expenditure for the purposes designated.
 39 28 The provisions of section 8.39 shall not apply to the funds
 39 29 appropriated pursuant to this subsection.

CODE: Specifies that the teacher leadership supplemental aid and high-need schools supplemental aid that remain unencumbered or unobligated do not revert to the State General Fund, and remain available for the next fiscal year.

39 30 Sec. 69. Section 284.13, Code 2013, is amended by adding the
 39 31 following new subsection:

CODE: Permits the State Board of Education to adopt rules which assure the allocation of resources provided in this Section to optimize

39 32 NEW SUBSECTION 3. The state board may adopt rules which
 39 33 assure the allocation of resources under this section in a
 39 34 manner that optimizes the fulfillment of the purposes specified
 39 35 in sections 284.11, 284.15, 284.16, and 284.17.

the fulfillment of the purposes specified for high-need schools, the Iowa Career Paths, Leadership Roles, and Compensation Framework, the Instructional Coach Model, and the comparable system.

39 36 Sec. 70. NEW SECTION 284.15 IOWA TEACHER CAREER PATHS,
 39 37 LEADERSHIP ROLES, AND COMPENSATION FRAMEWORK.

39 38 1. To promote continuous improvement in Iowa's quality
 39 39 teaching workforce and to give Iowa teachers the opportunity
 39 40 for career recognition that reflects the various roles teachers
 39 41 play as educational leaders, a framework for Iowa teacher
 39 42 career paths, leadership roles, and compensation is established
 39 43 under subsection 2 for teachers employed by school districts.
 40 1 Pursuant to subsection 6, a school district may apply to
 40 2 the department for approval to implement the framework or a
 40 3 comparable system of career paths and compensation for teachers
 40 4 that contains differentiated, multiple leadership roles as
 40 5 provided in this section, and sections 284.16 and 284.17. A
 40 6 teacher employed by an area education agency may be included
 40 7 in a framework or comparable system established by a school
 40 8 district if the area education agency and the school district
 40 9 enter into a contract for such purpose. The framework is
 40 10 designed to accomplish the following goals:
 40 11 a. To attract able and promising new teachers by offering
 40 12 competitive starting salaries and offering short-term
 40 13 and long-term professional development and leadership
 40 14 opportunities.
 40 15 b. To retain effective teachers by providing enhanced career
 40 16 opportunities.
 40 17 c. To promote collaboration by developing and supporting
 40 18 opportunities for teachers in schools and school districts
 40 19 statewide to learn from each other.
 40 20 d. To reward professional growth and effective teaching
 40 21 by providing pathways for career opportunities that come with
 40 22 increased leadership responsibilities and involve increased
 40 23 compensation.
 40 24 e. To improve student achievement by strengthening
 40 25 instruction.

CODE: Creates the Iowa Teacher Career Paths, Leadership Roles, and Compensation Framework. Allows a teacher employed by an Area Education Agency (AEA) to be included in a Framework or comparable system established by a school district if the the AEA and school district enter into a contract for that purpose. Establishes specific goals for the Framework that include attracting and retaining promising and effective teachers, to promote collaboration, provide for career opportunities with additional leadership roles and increased compensation, and to improve student achievement.

40 26 2. The Iowa teacher career paths, leadership roles, and
 40 27 compensation requirements under the framework shall be as
 40 28 follows:

CODE: Specifies the requirements of the Iowa Teacher Career Paths, Leadership Roles, and Compensation Framework.

40 29 a. Initial teacher.
 40 30 (1) The salary for an initial teacher who has successfully
 40 31 completed an approved practitioner preparation program as
 40 32 defined in section 272.1 or holds an initial or intern teacher

CODE: Creates requirements and provisions for an initial teacher under the Framework. Establishes a minimum salary level of \$33,500 for an Iowa teacher.

40 33 license issued under chapter 272, and who participates in the
 40 34 initial teacher mentoring and induction program as provided
 40 35 in this chapter, shall be at least thirty-three thousand five
 40 36 hundred dollars, which shall also constitute the minimum salary
 40 37 for an Iowa teacher.

40 38 (2) An initial teacher shall complete a teacher residency
 40 39 during the first year of employment that has all of the
 40 40 following characteristics:

40 41 (a) Intensive supervision or mentoring by a mentor teacher
 40 42 or lead teacher.

40 43 (b) Sufficient collaboration time for the initial teacher
 41 1 in the residency year to be able to observe and learn from
 41 2 model teachers, mentor teachers, and lead teachers employed by
 41 3 school districts located in this state.

41 4 (c) A teaching contract issued under section 279.13 that
 41 5 establishes an employment period which is five days longer
 41 6 than that required for career teachers employed by the school
 41 7 district of employment. The five additional contract days
 41 8 shall be used to strengthen instructional leadership in
 41 9 accordance with this subsection.

41 10 (d) Frequent observation, evaluation, and professional
 41 11 development opportunities.

41 12 b. Career teacher. A career teacher is a teacher who holds
 41 13 a statement of professional recognition issued under chapter
 41 14 272 or who meets all of the following requirements:

41 15 (1) Has successfully completed the initial teacher
 41 16 mentoring and induction program and has successfully completed
 41 17 a comprehensive evaluation.

41 18 (2) Has demonstrated the competencies of a career teacher as
 41 19 determined under the school district's comprehensive evaluation
 41 20 of the initial teacher.

41 21 (3) Holds a valid license issued under chapter 272.

41 22 (4) Participates in teacher professional development as set
 41 23 forth in this chapter and demonstrates continuous improvement
 41 24 in teaching.

41 25 c. Model teacher. A model teacher is a teacher who meets
 41 26 the requirements of paragraph "b", has met the requirements
 41 27 established by the school district that employs the teacher,
 41 28 is evaluated by the school district as demonstrating the
 41 29 competencies of a model teacher, has participated in a rigorous
 41 30 review process, and has been recommended for a one-year
 41 31 assignment as a model teacher by a site-based review council
 41 32 appointed pursuant to subsection 4. A school district shall
 41 33 designate at least ten percent of its teachers as model
 41 34 teachers, though the district may enter into an agreement with
 41 35 one or more other districts or an area education agency to meet

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program. Assuming all districts participate in this provision, the estimated Statewide cost of increasing the minimum salary level totals \$3,100,000.

CODE: Requires a career teacher to have a statement of professional recognition and meet specific Framework requirements.

CODE: Creates and provides specific Framework requirements for a model teacher. Requirements include:

- That districts implementing the Framework designate at least 10.00% of its teachers as model teachers.
- The terms of a model teacher contract must exceed a career teacher contract by five days and the five additional days are used to strengthen instructional leadership.
- Model teachers receive an annual salary supplement of at least \$2,000.

41 36 this requirement through a collaborative arrangement. The
 41 37 terms of the teaching contracts issued under section 279.13 to
 41 38 model teachers shall exceed by five days the terms of teaching
 41 39 contracts issued under section 279.13 to career teachers, and
 41 40 the five additional contract days shall be used to strengthen
 41 41 instructional leadership in accordance with this subsection. A
 41 42 model teacher shall receive annually a salary supplement of at
 41 43 least two thousand dollars.

42 1 d. Mentor teacher. A mentor teacher is a teacher who
 42 2 is evaluated by the school district as demonstrating the
 42 3 competencies and superior teaching skills of a mentor teacher,
 42 4 and has been recommended for a one-year assignment as a mentor
 42 5 teacher by a site-based review council appointed pursuant
 42 6 to subsection 4. In addition, a mentor teacher shall hold
 42 7 a valid license issued under chapter 272, participate in
 42 8 teacher professional development as outlined in this chapter,
 42 9 demonstrate continuous improvement in teaching, and possess
 42 10 the skills and qualifications to assume leadership roles. A
 42 11 mentor teacher shall have a teaching load of not more than
 42 12 seventy-five percent student instruction to allow the teacher
 42 13 to mentor other teachers. A school district shall designate
 42 14 at least ten percent of its teachers as mentor teachers,
 42 15 though the district may enter into an agreement with one or
 42 16 more other districts or an area education agency to meet this
 42 17 requirement through a collaborative arrangement. The terms
 42 18 of the teaching contracts issued under section 279.13 to
 42 19 mentor teachers shall exceed by ten days the terms of teaching
 42 20 contracts issued under section 279.13 to career teachers, and
 42 21 the ten additional contract days shall be used to strengthen
 42 22 instructional leadership in accordance with this subsection. A
 42 23 mentor teacher shall receive annually a salary supplement of
 42 24 at least five thousand dollars.

42 25 e. Lead teacher. A lead teacher is a teacher who holds a
 42 26 valid license issued under chapter 272 and has been recommended
 42 27 for a one-year assignment as a lead teacher by a site-based
 42 28 review council appointed pursuant to subsection 4. The
 42 29 recommendation from the council must assert that the teacher
 42 30 possesses superior teaching skills and the ability to lead
 42 31 adult learners. A lead teacher shall assume leadership
 42 32 roles that may include but are not limited to the planning
 42 33 and delivery of professional development activities designed
 42 34 to improve instructional strategies; the facilitation of
 42 35 an instructional leadership team within the lead teacher's
 42 36 building, school district, or other school districts;
 42 37 the mentoring of other teachers; and participation in the

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program. Assuming all districts participate in this provision, the estimated Statewide cost of salary stipends to model teachers totals \$7,800,000.

CODE: Creates and provides specific Framework requirements for a mentor teacher. Requirements for mentor teachers include:

- Possess skills and qualifications to assume a leadership role.
- A teaching load of no more than 75.00% student instruction time.
- That districts implementing the Framework designate at least 10.00% of its teachers as mentor teachers.
- The terms of a mentor teacher contract must exceed a career teacher contract by ten days and the ten additional days are used to strengthen instructional leadership.
- Mentor teachers receive an annual salary supplement of at least \$5,000.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program. Assuming all districts participate in this provision, the estimated statewide costs of salary stipends to mentor teachers totals \$19,600,000 and replacing mentor teaching instruction time is estimated at \$37,800,000, for a total estimated cost of \$57,400,000.

CODE: Creates and provides specific Framework requirements for a lead teacher. Requirements for lead teachers include:

- Possess superior teacher skills, the ability to lead adult learners, and assume leadership roles.
- A teaching load of no more than 50.00% student instruction time.
- That districts implementing the Framework designate at least 5.00% of its teachers as lead teachers.
- The terms of a lead teacher contract must exceed a career teacher contract by 15 days and the 15 additional days are used to strengthen instructional leadership.
- Lead teachers receive an annual salary supplement of at least \$10,000.

42 38 evaluation of student teachers. A lead teacher shall have
 42 39 a teaching load of not more than fifty percent student
 42 40 instruction to allow the lead teacher to spend time on
 42 41 co-teaching; co-planning; peer reviews; observing career
 42 42 teachers, model teachers, and mentor teachers; and other
 42 43 duties mutually agreed upon by the superintendent and the lead
 43 1 teacher. A school district shall designate at least five
 43 2 percent of its teachers as lead teachers, though the district
 43 3 may enter into an agreement with one or more other districts
 43 4 or an area education agency to meet this requirement through a
 43 5 collaborative arrangement. The terms of the teaching contracts
 43 6 issued under section 279.13 to lead teachers shall exceed by
 43 7 fifteen days the terms of teaching contracts issued under
 43 8 section 279.13 to career teachers, and the fifteen additional
 43 9 contract days shall be used to strengthen instructional
 43 10 leadership in accordance with this subsection. A lead teacher
 43 11 shall receive annually a salary supplement of at least ten
 43 12 thousand dollars.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program. Assuming all districts participate in this provision, the estimated statewide costs of salary stipends to lead teachers totals \$19,700,000 and replacing lead teacher instruction time is estimated at \$37,900,000, for a total estimated cost of \$57,500,000.

43 13 3. The salary supplement received by a teacher assigned
 43 14 to a leadership role shall fully cover the salary costs of
 43 15 the additional contract days required of teachers in those
 43 16 leadership roles. Notwithstanding any provision of law to
 43 17 the contrary, the determinations of salary supplements paid
 43 18 pursuant to this section are not subject to appeal.

CODE: Specifies that the salary supplement received by a mentor, model, or lead teacher cover the costs of the additional contract days designated for those teachers.

43 19 4. The school board shall appoint a site-based review
 43 20 council for the district's attendance centers. Attendance
 43 21 centers may share a site-based review council if the
 43 22 appointments meet the requirements specified in paragraph "a".
 43 23 a. Each council shall be comprised of equal numbers of
 43 24 teachers and administrators.
 43 25 b. The council shall accept and review applications
 43 26 submitted to the school's or the school district's
 43 27 administration for assignment or reassignment in a teacher
 43 28 leadership role, and shall make recommendations regarding the
 43 29 applications to the superintendent of the school district. In
 43 30 developing recommendations, the council shall utilize measures
 43 31 of teacher effectiveness and professional growth, consider
 43 32 the needs of the school district, and review the performance
 43 33 and professional development of the applicants. Any teacher
 43 34 recommended for assignment or reassignment in a teacher
 43 35 leadership role shall have demonstrated to the council's
 43 36 satisfaction competency on the Iowa teaching standards as set
 43 37 forth in section 284.3.
 43 38 c. An assignment in a teacher leadership role under an
 43 39 approved framework or comparable system shall be subject to
 43 40 review by the school's or the school district's administration

CODE: Requires the school board of a district participating in the Framework to appoint a site-based review council for each school in the district. Allows schools to share a review council. Requires each review council to be comprised of an equal number of teachers and administrators and to accept, review, and make recommendations on applications submitted by teachers pursuing a teacher leadership role. Additionally, requires teachers in a leadership role to be reviewed annually by district administration.

43 41 at least annually. The review shall include peer feedback on
 43 42 the effectiveness of the teacher's performance of duty specific
 43 43 to the teacher's career path. A teacher who completes the time
 44 1 period of assignment in a teacher leadership role may apply
 44 2 to the school's or the school district's administration for
 44 3 assignment in a new role, if appropriate, or for reassignment.

44 4 5. A teacher employed in a school district shall not receive
 44 5 less compensation in that district than the teacher received
 44 6 in the school year preceding implementation of the framework
 44 7 or a comparable system approved pursuant to this section. A
 44 8 teacher who achieves national board for professional teaching
 44 9 standards certification and meets the requirements of section
 44 10 256.44 shall continue to receive the award as specified in
 44 11 section 256.44 in addition to the compensation set forth in
 44 12 this section.

44 13 6. a. A school district may apply to the department for
 44 14 approval to implement the career paths, leadership roles,
 44 15 and compensation framework specified in subsection 2, or
 44 16 a comparable system of career paths and compensation for
 44 17 teachers that contains differentiated multiple leadership
 44 18 roles. The director shall consider the recommendations of the
 44 19 commission established pursuant to subsection 12 when approving
 44 20 or disapproving applications submitted pursuant to this
 44 21 section. A school district may modify an approved framework or
 44 22 comparable system if the director approves the modification. A
 44 23 school district may appeal the director's decision to the state
 44 24 board and the state board's decision is final.

44 25 b. At any time during a school year, a school district
 44 26 approved to implement the framework or a comparable system
 44 27 pursuant to this subsection may apply to the department to
 44 28 waive full or partial implementation of the approved framework
 44 29 or system for the current school year. The school district
 44 30 shall submit to the department for approval a modified
 44 31 implementation plan for the school year following the school
 44 32 year for which the district received a waiver pursuant to
 44 33 this paragraph if the school district wishes to continue
 44 34 partial implementation beyond the school year for which the
 44 35 district received a waiver. The state board may adopt by rule
 44 36 a limitation on the number of times a school district may apply
 44 37 for a waiver in accordance with this paragraph.

44 38 c. A school district approved to implement the framework or
 44 39 a comparable system pursuant to this subsection shall submit
 44 40 to the department for approval any proposed change to the
 44 41 framework or comparable system.

44 42 d. By March 1 of the school year preceding implementation,
 44 43 a school district that has been approved to implement the

CODE: Requires a teacher employed in a district that has implemented the Framework or a comparable system to receive at least the same level of compensation that the teacher received from that school district in the year prior to implementation. Additionally, requires teachers that achieved national board for professional teaching standards certification continue to receive the certification award in addition to the compensation amounts provided in the Framework.

CODE: Specifies the requirements and procedures for a school district to apply for approval and implement the Framework or comparable system. Provides procedures for a school district to waive, modify or withdraw from implementation of the Framework or comparable system. Allows school districts that are denied approval to implement a comparable system to appeal to the State Board of Education.

45 1 framework or a comparable system pursuant to this subsection
 45 2 may opt out of implementation of the framework or comparable
 45 3 system by notifying the department of its intent to withdraw
 45 4 from implementation. The department shall notify the
 45 5 department of management that the school district is no longer
 45 6 approved to implement the framework or comparable system and
 45 7 is not eligible to receive teacher leadership supplement
 45 8 foundation aid under chapter 257 or this chapter.
 45 9 e. A school district whose application for approval to
 45 10 implement a comparable system or modified comparable system is
 45 11 denied may appeal the department's decision to the state board.

45 12 7. The department shall establish criteria and a process
 45 13 for application and approval of the framework established
 45 14 under subsection 1, and for comparable systems that meet the
 45 15 requirements of section 284.16 or 284.17, which a school
 45 16 district may implement pursuant to subsection 6 in order to
 45 17 receive teacher leadership supplement foundation aid calculated
 45 18 under section 257.10, subsection 12.

CODE: Requires the Department to establish criteria and a process for application and approval of the Framework and comparable systems.

45 19 8. For purposes of this section a comparable system means
 45 20 either of the following:
 45 21 a. An instructional coach model as set forth in section
 45 22 284.16 and approved by the department pursuant to this section.
 45 23 b. A system of career paths and compensation for teachers
 45 24 that contains differentiated, multiple leadership roles as set
 45 25 forth in section 284.17 and approved by the department pursuant
 45 26 to this section.

CODE: Denotes that a comparable system is an instructional coach model created in Section 71 or a system that contains differentiated, multiple leadership roles specified in Section 72.

45 27 9. A school district is encouraged to utilize appropriately
 45 28 licensed teachers emeritus in the implementation of this
 45 29 section and sections 284.16 and 284.17.

CODE: Encourages school districts to utilize an appropriately licensed teacher emeritus for implementation of the Framework or comparable systems.

45 30 10. The framework or comparable system approved and
 45 31 implemented by a school district in accordance with this
 45 32 section shall be applicable to teachers in every attendance
 45 33 center operated by the school district.

CODE: Requires that the provisions of the Framework or comparable systems apply to all teachers in each school district approved to implement the Framework or comparable system.

45 34 11. Subject to an appropriation by the general assembly for
 45 35 purposes of this subsection, a school district may apply to the
 45 36 department for a planning grant to design an implementation
 45 37 strategy for the framework established pursuant to subsection
 45 38 1 or a comparable system of career paths and compensation for
 45 39 teachers that contains differentiated multiple leadership
 45 40 roles. The planning grant shall be used to facilitate a
 45 41 local decision-making process that includes representation
 45 42 of administrators, teachers, and parents and guardians of
 45 43 students. The department shall establish and make available an

CODE: Allows school districts to apply to the Department for a planning grant to design an implementation strategy for the Framework or comparable system if funding is appropriated for this purpose.

DETAIL: Funding for education reform initiatives was included in HF 604 (FY 2014 Education Appropriations Bill). Division XVI of this Bill allocates \$3,500,000 in FY 2014 for this provision.

46 1 application for the awarding of planning grants for purposes
46 2 of this subsection.

46 3 12. The department shall establish, and provide staffing
46 4 and administrative support for a commission on educator
46 5 leadership and compensation. The commission shall monitor with
46 6 fidelity the implementation of the frameworks and comparable
46 7 systems by school districts pursuant to this section and
46 8 sections 284.16 and 284.17. The commission shall also evaluate
46 9 and make recommendations to the department on applications for
46 10 approval of a framework or comparable system submitted to the
46 11 department pursuant to subsection 6, and on the expenditure
46 12 of moneys appropriated for purposes of this section. In
46 13 addition, the commission shall review the use and effectiveness
46 14 of the funds distributed to school districts for supplemental
46 15 assistance to high-need schools under section 284.11.
46 16 a. The commission shall be comprised of nineteen voting
46 17 members. The director of the department or the director's
46 18 designee shall serve as a nonvoting, ex officio member. The
46 19 voting members shall include the following:
46 20 (1) Members appointed by the following designated
46 21 organizations, at the discretion of the organization:
46 22 (a) Five teachers by the Iowa state education association.
46 23 (b) Three school administrators by the school
46 24 administrators of Iowa.
46 25 (c) Two school board members by the Iowa association of
46 26 school boards.
46 27 (d) One person appointed jointly by the administrators of
46 28 the area education agencies created under chapter 273.
46 29 (2) Members appointed by the director as follows:
46 30 (a) Two teachers, each of whom shall be employed by a school
46 31 district, an area education agency, or an accredited nonpublic
46 32 school.
46 33 (b) One person who is a parent of a child enrolled in a
46 34 school district.
46 35 (c) One person who is a business leader.
46 36 (d) One person who represents the largest approved
46 37 practitioner preparation institution in the state.
46 38 (3) The executive director of the Iowa state education
46 39 association or the executive director's designee.
46 40 (4) The executive director of the school administrators of
46 41 Iowa or the executive director's designee.
46 42 (5) The executive director of the Iowa association of school
46 43 boards or the executive director's designee.
47 1 b. Members shall be appointed to staggered three-year
47 2 terms which begin and end as provided in section 69.19.
47 3 Appointments shall comply with sections 69.16, 69.16A, and
47 4 69.16C. Vacancies on the commission shall be filled in the

CODE: Requires the Department of Education to establish and provide staffing and support for the Commission on Educator Leadership and Compensation. Requires the Commission to monitor with fidelity the implementation of each district that participates in the Framework or comparable system. Additional requirements include:

- Commission review of the use and effectiveness of funding supplemental assistance for high-need schools.
- Specific designation of nineteen voting members. The Department of Education Director (or designee) is to serve as a nonvoting, ex-officio member. Voting members include five teachers selected by the Iowa State Education Association (ISEA) and two selected by the Director, three school administrators selected by the School Administrators of Iowa (SAI), two school board members selected by the Iowa Association of School Boards (IASB), a representative of the area education agencies, a parent of a public school student, a business leader, a person representing the University of Northern Iowa (UNI), the Director (or designee) of ISEA, the Director (or designee) of SAI, and the Director (or designee) of IASB. Members shall serve staggered three-year terms.
- An annual report with findings and recommendations submitted to the Director, the State Board, the Governor, and the General Assembly. The report must be filed by December 15, annually.

47 5 same manner as the original appointment. A person appointed
 47 6 to fill a vacancy shall serve only for the unexpired portion
 47 7 of the term. Members are entitled to reimbursement of actual
 47 8 expenses incurred in performance of their official duties.
 47 9 c. By December 15 annually, the commission shall submit its
 47 10 findings and any recommendations, including but not limited to
 47 11 any recommendations for changes to the framework established in
 47 12 subsections 1 and 2, and the comparable systems set forth in
 47 13 sections 284.16 and 284.17, and for changes to section 284.11
 47 14 relating to state supplemental assistance to high-need schools,
 47 15 in a report to the director, the state board, the governor, and
 47 16 the general assembly.

47 17 13. a. Teacher leadership supplement foundation aid
 47 18 calculated under section 257.10, subsection 12, shall be paid
 47 19 as part of the state aid payments made to school districts in
 47 20 accordance with section 257.16.
 47 21 b. Notwithstanding section 284.3A, teacher leadership
 47 22 supplement foundation aid shall not be combined with regular
 47 23 wages to create a combined salary.
 47 24 c. The teacher leadership supplement district cost as
 47 25 calculated under section 257.10, subsection 12, is not subject
 47 26 to a uniform reduction in accordance with section 8.31.

47 27 14. The provisions of this chapter shall be subject to
 47 28 legislative review at least every three years. The review
 47 29 shall be based upon a status report from the commission
 47 30 on educator leadership and compensation, which shall be
 47 31 prepared with the assistance of the departments of education,
 47 32 management, and revenue. The status report shall review and
 47 33 report on the department's assignment and utilization of
 47 34 full-time equivalent positions, and shall include information
 47 35 on teacher retention, teacher compensation, academic quality
 47 36 of beginning teachers, teacher evaluation results, student
 47 37 achievement trend and comparative data, and recommendations
 47 38 for changes to the teacher leadership supplement foundation
 47 39 aid and the framework or comparable systems approved pursuant
 47 40 to this section. The first status report shall be submitted
 47 41 to the general assembly by January 15, 2017, with subsequent
 47 42 status reports prepared and submitted to the general assembly
 47 43 by January 15 at least every third year thereafter.

48 1 Sec. 71.NEW SECTION 284.16 INSTRUCTIONAL COACH MODEL.

48 2 1. INSTRUCTIONAL COACH MODEL. The instructional coach and
 48 3 curriculum and professional development leader model shall
 48 4 include, at a minimum, the following levels and requirements:

CODE: Requires the TLS foundation aid to be included in each school district's State aid payment. Specifies that the TLS foundation aid is not to be combined regular wages to create a combined salary and that the TLS district cost amount is not subject to a State General Fund across-the-board reduction ordered by the Governor.

CODE: Requires a Legislative Review of Chapter 284, Code of Iowa, and status report from the Commission on Educator Leadership and Compensation every three years. Requires the first report to be submitted to the General Assembly by January 15, 2017.

CODE: Creates and establishes criteria for the Instructional Coach Model.

48 5 a. BEGINNING TEACHER LEVEL. The beginning teacher shall be
 48 6 paid not less than thirty-three thousand five hundred dollars
 48 7 and shall meet the following requirements:
 48 8 (1) Has successfully completed an approved practitioner
 48 9 preparation program as defined in section 272.1 or holds an
 48 10 intern teacher license issued under chapter 272.
 48 11 (2) Holds an initial or intern teacher license issued under
 48 12 chapter 272.
 48 13 (3) Participates in the beginning teacher mentoring and
 48 14 induction program as provided in this chapter.
 48 15 (4) Completes, during the initial year of teaching, a
 48 16 teacher residency that meets the requirements set forth in
 48 17 section 284.15, subsection 2, paragraph "a", subparagraph (2).

48 18 b. CAREER TEACHER LEVEL. A career teacher is a teacher who
 48 19 holds a statement of professional recognition issued under
 48 20 chapter 272 or who meets the following requirements:
 48 21 (1) Has successfully completed the beginning teacher
 48 22 mentoring and induction program and has successfully completed
 48 23 a comprehensive evaluation.
 48 24 (2) Is reviewed by the school district as demonstrating the
 48 25 competencies of a career teacher.
 48 26 (3) Holds a valid license issued under chapter 272.
 48 27 (4) Participates in teacher professional development as set
 48 28 forth in this chapter and demonstrates continuous improvement
 48 29 in teaching.

48 30 c. INSTRUCTIONAL COACH LEVEL.
 48 31 (1) An instructional coach shall, at a minimum, meet the
 48 32 requirements specified for a career teacher in paragraph "b",
 48 33 and engage full-time in instructional coaching.
 48 34 (2) For purposes of this paragraph, "instructional coaching"
 48 35 means additional guidance in one or more aspects of the
 48 36 teaching profession provided to teachers.
 48 37 (3) Assignment as an instructional coach to an individual
 48 38 teacher shall be based on either a request from a principal or
 48 39 from an individual teacher upon approval of a principal.
 48 40 (4) Instructional coaching shall include detailed
 48 41 preliminary discussions as to areas in which the teachers
 48 42 being coached desire to improve; formulation of an action
 48 43 plan to bring about such improvement; in-class supervision
 49 1 by the instructional coach; postclass discussion of
 49 2 strengths, weaknesses, and strategies for improvement; and
 49 3 dialogue between the instructional coach and students and
 49 4 school officials regarding the teachers being coached. An
 49 5 instructional coach shall coordinate instructional coaching
 49 6 activities relating to training and professional development
 49 7 with an area education agency where appropriate.

CODE: Creates requirements and provisions for a beginning teacher level under the Instructional Coach Model. Establishes a minimum salary level of \$33,500 for a teacher under the model.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program. Assuming all districts participate in this provision, the estimated statewide cost of increasing the minimum salary level is \$3,100,000.

CODE: Requires a career teacher to have a statement of professional recognition and meet specific Instructional Coach Model requirements.

CODE: Creates and specifies the requirements of an instructional coach level under the Instructional Coach Model. Requirements include:

- Meet the requirements of a career teacher.
- Provide additional guidance in one or more aspects of the teacher profession.
- Assignment must be based on a request from a principal or an individual teacher upon approval of a principal.
- Specific planning, implementation, and evaluation criteria for instructional coaching to other teachers.
- An additional ten contract days above the career teacher level and a stipend between \$5,000 and \$7,000.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program.

49 8 (5) The contract term for an instructional coach shall
 49 9 exceed by ten days the contract term issued to career teachers
 49 10 under section 279.13. An instructional coach shall receive
 49 11 a stipend of not less than five thousand nor more than seven
 49 12 thousand dollars annually in addition to the teacher's salary
 49 13 as a career teacher.

49 14 d. CURRICULUM AND PROFESSIONAL DEVELOPMENT LEADER LEVEL. The

49 15 contract term for a curriculum and professional development
 49 16 leader shall exceed by fifteen days the contract term issued
 49 17 to model teachers under section 279.13, and the curriculum and
 49 18 professional development leader shall receive a stipend of not
 49 19 less than ten thousand nor more than twelve thousand dollars
 49 20 annually in addition to the teacher's salary as a career
 49 21 teacher. A curriculum and professional development leader
 49 22 shall do the following:

49 23 (1) Provide and demonstrate teaching on an ongoing basis.

49 24 (2) Routinely work strategically with teachers in planning,
 49 25 monitoring, reviewing, and implementing best instructional
 49 26 practices.

49 27 (3) Observe and coach teachers in effective instructional
 49 28 practices.

49 29 (4) Support teacher growth and reflective practices.

49 30 (5) Work with and train classroom teachers to provide
 49 31 interventions aligned by subject area.

49 32 (6) Support instruction and learning through the use of
 49 33 technology.

49 34 (7) Actively participate in collaborative problem solving
 49 35 and reflective practices which include but are not limited
 49 36 to professional study groups, peer observations, grade level
 49 37 planning, and weekly team meetings.

49 38 (8) Plan and deliver professional development activities
 49 39 designed to improve instructional strategies.

49 40 (9) Engage in the development, adoption, and implementation
 49 41 of curriculum and curricular materials.

49 42 e. MODEL TEACHER LEVEL.

49 43 (1) A model teacher is a teacher who meets the requirements
 50 1 of paragraph "b", has met the requirements established by the
 50 2 school district that employs the teacher, is evaluated by the
 50 3 school district as demonstrating the competencies of a model
 50 4 teacher, has participated in a rigorous review process, and has
 50 5 been recommended for a one-year assignment as a model teacher
 50 6 by a site-based review council in the manner provided under
 50 7 section 284.15, subsection 4.

50 8 (2) The contract term for a model teacher shall exceed by
 50 9 five days the contract term issued to career teachers under
 50 10 section 279.13, and the five additional contract days shall be

CODE: Creates and specifies the requirements for the curriculum and professional development leader level under the Instructional Coach Model. Requirements include:

- A contract term in excess of a model teacher by 15 days (20 additional contract days compared to a career teacher) and an additional stipend between \$10,000 and \$12,000.
- Providing and demonstrating teaching on an ongoing basis.
- Working with teachers to provide specific support, training, and feedback.
- Use technology to support instruction and learning.
- Participate in collaborative problem solving and reflective practices.
- Plan and deliver professional development activities.
- Engage in the development, adoption, and implementation of curriculum and materials.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs associated with implementing the program.

CODE: Creates and provides specific Instructional Coach Model requirements for a model teacher. Requirements include:

- The terms of a model teacher contract exceed a career teacher contract by five days and the five additional days are used to strengthen instructional leadership.
- Model teachers receive an annual salary supplement of at least \$2,000.

FISCAL IMPACT: The fiscal impact is unknown and will vary by district. The LSA estimates that districts implementing the approved teacher program will receive \$310.55 per pupil to cover costs

50 11 used to strengthen instructional leadership. A model teacher
 50 12 shall receive annually a salary supplement of at least two
 50 13 thousand dollars.

associated with implementing the program.

50 14 2. GOALS. Each school district approved under section
 50 15 284.15 to implement the instructional coach model as specified
 50 16 in this section shall establish the following goals for
 50 17 leadership participation:
 50 18 a. INSTRUCTIONAL COACH GOAL. Assignment, annually, of at
 50 19 least one instructional coach at each attendance center or at
 50 20 least one instructional coach for every five hundred students
 50 21 enrolled in an attendance center, whichever number is greater.
 50 22 b. MODEL TEACHER GOAL. Assignment of at least ten percent
 50 23 of its teachers annually as model teachers.
 50 24 c. EQUIVALENT LEADERSHIP PARTICIPATION GOAL. As nearly as
 50 25 possible, the total number of hours of coaching and leadership
 50 26 duties performed by instructional coaches and curriculum and
 50 27 professional development leaders shall be equal to the total
 50 28 number of hours of noninstructional, mentoring, and leadership
 50 29 duties for a school district teaching staff of equal size
 50 30 implementing the framework as set forth in section 284.15,
 50 31 subsection 2.

CODE: Requires school district's that implement the Instruction Coach Model to establish the following goals:

- Have the greater of at least one instructional coach at each school or at least one instructional coach for every 500 students enrolled in a school.
- Have at least 10.00% of the school district teachers as model teachers.
- To the extent possible, the total number of hours coaching and leadership duties provided by instructional coaches and professional development leaders match those of similar size school districts under the leadership provisions provided in the Iowa Career Paths, Leadership Roles, and Compensation Framework required in Section 70.

50 32 3. REQUIREMENTS FOR IMPLEMENTATION AND RECEIPT OF TEACHER
 50 33 LEADERSHIP SUPPLEMENT FUNDS. A school district implementing
 50 34 the instructional coach model shall receive funds under section
 50 35 257.10, subsection 12.

CODE: Requires that a school district implementing the Instructional Coach Model receive teacher leadership supplement State categorical funds.

50 36 4. APPLICABILITY. The provisions of section 284.15,
 50 37 subsections 3 through 11, shall apply to school districts
 50 38 implementing the instructional coach model.

CODE: Specifies that the provisions regarding process, administration, and oversight of the Instructional Coach Model are the same as provided for the Iowa Teacher Career Paths, Leadership Roles, and Compensation Framework noted in Sections 284.15 (3-11).

50 39 Sec. 72.NEW SECTION 284.17 COMPARABLE SYSTEM CRITERIA.
 50 40 Any comparable system of career paths and compensation for
 50 41 teachers approved pursuant to section 284.15, including the
 50 42 instructional coach model set forth in section 284.16, shall
 50 43 include, at a minimum, all of the following components:
 51 1 1. A minimum salary of thirty-three thousand five hundred
 51 2 dollars for a full-time teacher.
 51 3 2. Increased support for new teachers and veteran teachers
 51 4 where appropriate, such as additional coaching, mentoring, and
 51 5 opportunities for observing exceptional instructional practice.
 51 6 3. Differentiated, multiple teacher leadership roles beyond
 51 7 the initial teacher and career teacher levels, in which a goal
 51 8 of at least twenty-five percent of the teacher workforce serves
 51 9 additional contract days with compensation commensurate with

CODE: Creates and establishes criteria for a comparable system of career paths and compensation for teachers. Requirements include:

- A minimum salary level for a full-time teacher of \$33,500.
- Increased support for new and veteran teachers.
- Differentiated, multiple teacher leadership roles beyond the initial and career teacher levels. Leadership roles may include instructional coaches, peer coaches, curriculum and professional development leaders, model teachers, mentor teachers, or lead teachers. Establishes a goal that at least 25.00% of the teachers within the district serve in a leadership role.
- A specific rigorous selection process for placement and retention of teachers in leadership roles.

51 10 the responsibilities for the leadership role. A district shall
 51 11 demonstrate that a good-faith effort has been made to attain
 51 12 participation by twenty-five percent of the teacher workforce
 51 13 and that no other practical alternative is available to meet
 51 14 the goal. These leadership roles may include but shall not be
 51 15 limited to all of the following:

- 51 16 a. Instructional coaches who engage full-time or part-time
 51 17 in instructional coaching.
- 51 18 b. Peer coaches who provide additional guidance in one
 51 19 or more aspects of the teaching profession to other teachers
 51 20 during normal noninstructional time. Peer coaches may be used
 51 21 only as one element of a more extensive teacher leadership
 51 22 plan.
- 51 23 c. Curriculum and professional development leaders who
 51 24 engage full-time or part-time in the planning, development, and
 51 25 implementation of curriculum and professional development.
- 51 26 d. Model teachers who teach full-time and serve as models
 51 27 of exemplary teaching practice.
- 51 28 e. Mentor teachers who teach full-time or part-time and
 51 29 also support the professional development of initial and career
 51 30 teachers.
- 51 31 f. Lead teachers who teach full-time or part-time and
 51 32 also plan and deliver professional development activities or
 51 33 engage in other activities designed to improve instructional
 51 34 strategies.

51 35 4. A rigorous selection process for placement into and
 51 36 retention in teacher leadership roles. The process shall
 51 37 include all of the following components:

- 51 38 a. The use of measures of effectiveness and professional
 51 39 growth to determine suitability for the role.
- 51 40 b. A selection committee that includes teachers and
 51 41 administrators who shall accept and review applications for
 51 42 assignment or reassignment to a teacher leadership role and
 51 43 shall make recommendations regarding the applications to the
 52 1 superintendent of the school district.
- 52 2 c. An annual review of the assignment to a teacher
 52 3 leadership role by the school's or school district's
 52 4 administration. The review shall include peer feedback on the
 52 5 effectiveness of the teacher's performance of duty specific to
 52 6 the teacher's leadership role. A teacher who completes the
 52 7 time period of assignment to a leadership role may apply to the
 52 8 school's or the school district's administration for assignment
 52 9 in a new leadership role, if appropriate, or for reassignment.
- 52 10 d. A requirement that a teacher assigned to a leadership
 52 11 role must have at least three years of teaching experience, and
 52 12 at least one year of experience in the school district.

52 13 5. A professional development system facilitated by

- A professional development system facilitated by teachers and other education experts and aligned with the Iowa professional development model.
- A school district implementing an approved comparable system receive teacher leadership supplement State categorical funding.

52 14 teachers and other education experts and aligned with the Iowa
 52 15 professional development model adopted by the state board.
 52 16 6. A school district approved to implement a comparable
 52 17 system pursuant to section 284.15, and which meets the
 52 18 requirements of this section, shall receive funds under section
 52 19 257.10, subsection 12.

52 20 Sec. 73. ATTENDANCE CENTER PERFORMANCE RANKINGS —
 52 21 PERFORMANCE INDEX.

52 22 1. The department of education shall develop criteria and
 52 23 a process for school districts to use to establish specific
 52 24 performance goals and to evaluate the performance of each
 52 25 attendance center operated by the district in order to arrive
 52 26 at an overall school performance grade and report card for
 52 27 each attendance center. This information must be posted on
 52 28 the department of education's internet site with information
 52 29 for each attendance center listed separately. The criteria
 52 30 shall include but not be limited to student academic growth,
 52 31 parent involvement, student attendance, employee turnover, and
 52 32 community activities and involvement.

52 33 2. The department shall develop an achievement score
 52 34 that calculates aggregate growth as well as aggregate
 52 35 proficiency of students which when combined with other academic
 52 36 indicators results in an overall school performance grade
 52 37 for each attendance center in the school district. The
 52 38 performance grade may also be used as one measure to rank and
 52 39 classify schools into six different performance categories:
 52 40 exceptional, high performing, commendable, acceptable,
 52 41 needs improvement, and priority. The categories may be
 52 42 used to define support and specialized assistance to schools
 52 43 classified as needs improvement or priority as well as to
 53 1 recognize schools designated exceptional or high performing.
 53 2 Additionally, a closing gap score shall be calculated as
 53 3 another measure to determine subgroup performance and to rank
 53 4 and classify attendance centers. Other academic indicators
 53 5 shall be defined as criterion referenced variables that will
 53 6 be utilized in the calculation of the performance grade.
 53 7 Other academic indicators shall include but not be limited
 53 8 to graduation rates, attendance rates, and college-readiness
 53 9 rates. Additional indicators of academic success and progress
 53 10 may include post-graduation data, suspension and expulsion
 53 11 rates, levels of student engagement, parent satisfaction,
 53 12 parent engagement, and staff working conditions.
 53 13 3. The department shall submit its findings and
 53 14 recommendations in a report to the state board of education,
 53 15 the governor, and the general assembly by July 1, 2014.

Requires the Department of Education to develop criteria and a process for establishing an attendance center performance ranking and performance index. Requires the Department to submit findings and recommendations in a report to the State Board of Education, the Governor, and the General Assembly by July 1, 2014.

53 16 Sec. 74. CODE EDITOR DIRECTIVE. The Code editor shall

Requires the Code editor to make technical corrections with full

53 17 delete references in the Code, and Code language directly
 53 18 related to the references, to sections and subsections of the
 53 19 Code repealed by this division of this Act effective July 1,
 53 20 2016.

implementation of this Division that is effective July 1, 2016.

53 21 Sec. 75. EFFECTIVE DATE. The following provision or
 53 22 provisions of this division of this Act take effect July 1,
 53 23 2014:

Specifies that Section 58 dealing the requirement that the resident district pay the per pupil cost of the teacher leadership supplement to the attending district in open enrollment situations, is effective July 1, 2014.

53 24 1. The section of this division of this Act amending section
 53 25 282.18.

53 26 DIVISION VIII
 53 27 COMPETENCY-BASED INSTRUCTION TASK FORCE

53 28 Sec. 76. NEW SECTION 256.24 COMPETENCY-BASED EDUCATION
 53 29 GRANT PROGRAM.

53 30 1. The department shall establish a competency-based
 53 31 education grant program to award grants to not more than
 53 32 ten school districts annually for purposes of developing,
 53 33 implementing, and evaluating competency-based education pilot
 53 34 and demonstration projects.

CODE: Requires the DE to establish a Competency-Based education Grant Program to award grants to no more than ten school districts annually to develop, implement, and evaluate competency-based education and demonstration projects.

53 35 2. The department shall develop grant application,
 53 36 selection, and evaluation criteria.

CODE: Requires the DE to develop competency-based education grant application, selection and evaluation criteria.

53 37 3. Each pilot or demonstration project shall be conducted
 53 38 for a minimum of one year, but may be conducted for multiple
 53 39 school years as proposed by the applicant and approved by the
 53 40 department.

CODE: Requires each pilot project to be conducted for a minimum of one year, but may be conducted for multiple school years as proposed by the applicant and approved by the DE.

53 41 4. Grant moneys shall be distributed to selected school
 53 42 districts by the department no later than December 1, 2013.
 53 43 Grant amounts shall be distributed as determined by the
 54 1 department.

CODE: Requires grants to be distributed to selected school districts by the DE no later than December 1, 2013. Grant amounts must be distributed as determined by the DE.

DETAIL: House File 604 (FY 2014 Education Appropriations Bill) appropriates \$425,000 for competency-based education, and allocates \$100,000 to provide grants under a competency-based education grant program.

54 2 5. The department shall submit progress reports analyzing
 54 3 the status and preliminary findings of the projects to the
 54 4 state board, the governor, and the general assembly by January
 54 5 15 annually. The department shall summarize the projects'
 54 6 findings, including student achievement results, and submit the
 54 7 summary and any recommendations in a final report to the state
 54 8 board, the governor, and the general assembly by January 15,

CODE: Requires the DE to submit an annual report analyzing the preliminary findings of the Program to the State Board of Education, Governor, and the General Assembly by January 15 annually. A final report summarizing the program findings, including student achievement results, is due on January 15, 2019.

54 9 2019.

54 10 6. This section is repealed July 1, 2019.
54 11 Sec. 77. 2012 Iowa Acts, chapter 1119, section 2, subsection
54 12 2, is amended by adding the following new paragraph:

54 13 NEW PARAGRAPH f. Develop a draft strategic plan
54 14 and proposed timeline for statewide implementation of
54 15 competency-based learning for consideration by the general
54 16 assembly.

CODE: Repeals the Competency-Based Education Grant Program on July 1, 2019.

DETAIL: The Competency-Based Task Force established in 2012 Iowa Acts chapter 1119 is required to develop a draft strategic plan and proposed timeline for statewide implementation of competency-based learning for consideration by the General Assembly.

54 17 Sec. 78. EFFECTIVE UPON ENACTMENT. The section of this
54 18 division of this Act amending 2012 Iowa Acts, chapter 1119,
54 19 section 2, subsection 2, being deemed of immediate importance,
54 20 takes effect upon enactment.

The section that amends the 2012 Iowa Acts, requiring the Competency-Based Task Force to develop a draft strategic plan and proposed timeline for statewide implementation of competency-based learning, takes effect upon enactment.

54 21 DIVISION IX
54 22 INSTRUCTIONAL HOURS

54 23 Sec. 79. Section 256.7, subsection 19, Code 2013, is amended
54 24 to read as follows:

54 25 19. ~~Define the minimum school day as a day consisting of~~
54 26 ~~five and one-half hours of instructional time for grades one~~
54 27 ~~through twelve. The minimum days or hours as time that shall~~
54 28 ~~be exclusive of the lunch period, but may include passing time~~
54 29 ~~between classes. Time spent on parent-teacher conferences~~
54 30 ~~shall be considered instructional time. A school or school~~
54 31 ~~district may record a day of school with less than the minimum~~
54 32 ~~instructional hours as a minimum school day if any of the~~
54 33 ~~following apply:~~

CODE: Eliminates the requirement that a school day last at least 5.5 hours. Instructional days or hours must be exclusive of the lunch period, but may include passing time between classes and time spent on parent-teacher conferences.

54 34 ~~—a. If emergency health or safety factors require the late~~
54 35 ~~arrival or early dismissal of students on a specific day.~~

CODE: Eliminates a health emergency or safety factor as a condition a school district may record as a day of school if they require a late arrival or early dismissal of students on a specific day.

54 36 ~~—b. If the total hours of instructional school time for~~
54 37 ~~grades one through twelve for any five consecutive school days~~
54 38 ~~equal a minimum of twenty-seven and one-half hours, even though~~
54 39 ~~any one day of school is less than the minimum instructional~~
54 40 ~~hours because of a staff development opportunity provided for~~
54 41 ~~the professional instructional staff or because parent-teacher~~
54 42 ~~conferences have been scheduled beyond the regular school day.~~
54 43 ~~Furthermore, if the total hours of instructional time for the~~
55 1 ~~first four consecutive days equal at least twenty-seven and~~
55 2 ~~one-half hours because parent-teacher conferences have been~~

CODE: Eliminates conditions for total hours of instructional time for a school to record a full day of school.

55 3 ~~scheduled beyond the regular school day, a school or school~~
 55 4 ~~district may record zero hours of instructional time on the~~
 55 5 ~~fifth consecutive school day as a minimum school day.~~

55 6 Sec. 80. Section 256F.4, subsection 5, Code 2013, is amended
 55 7 to read as follows:
 55 8 5. A charter school or innovation zone school shall provide
 55 9 instruction for at least the number of days or hours required
 55 10 by section 279.10, subsection 1, ~~or shall provide at least the~~
 55 11 ~~equivalent number of total hours.~~

CODE: Adds the option for a charter school or innovation zone school to provide instruction for at least 180 days or 1,080 hours.

55 12 Sec. 81. Section 279.10, subsection 1, Code 2013, is amended
 55 13 to read as follows:

CODE: Allows school districts and accredited nonpublic schools to choose between 180 days or 1,080 hours of instruction.

55 14 1. The school year for each school district and accredited
 55 15 nonpublic school shall begin on ~~the first day of July 1~~ and
 55 16 each regularly established elementary and secondary school
 55 17 shall begin no sooner than a day during the calendar week
 55 18 in which the first day of September falls but no later than
 55 19 the first Monday in December. However, if the first day of
 55 20 September falls on a Sunday, school may begin on a day during
 55 21 the calendar week which immediately precedes the first day of
 55 22 September. ~~School shall continue for at least one hundred~~
 55 23 ~~eighty days, except as provided in subsection 3, and may be~~
 55 24 ~~maintained~~ The school calendar shall include not less than one
 55 25 hundred eighty days, except as provided in subsection 3, or one
 55 26 thousand eighty hours of instruction during the ~~entire~~ calendar
 55 27 year. ~~However, if~~ The board of directors of a school district
 55 28 and the authorities in charge of an accredited nonpublic school
 55 29 shall set the number of days or hours of required attendance
 55 30 for the school year as provided in section 299.1, subsection
 55 31 2, but the board of directors of a school district shall
 55 32 hold a public hearing on any proposed school calendar prior
 55 33 to adopting the school calendar. If the board of directors
 55 34 of a district or the authorities in charge of an accredited
 55 35 nonpublic school extends the school calendar because inclement
 55 36 weather caused the ~~school~~ school district or accredited nonpublic
 55 37 school to temporarily close ~~school~~ during the regular school
 55 38 calendar, the school district or accredited nonpublic school
 55 39 may excuse a graduating senior who has met district or school
 55 40 requirements for graduation from attendance during the extended
 55 41 school calendar. A school corporation may begin employment
 55 42 of personnel for in-service training and development purposes
 55 43 before the date to begin elementary and secondary school.

56 1 Sec. 82. Section 279.10, subsection 2, Code 2013, is amended
 56 2 to read as follows:

CODE: Requires School Boards of Directors to hold a public hearing on any proposal relating to the school calendar prior to submitting it to the DE for approval.

56 3 2. The board of directors shall hold a public hearing on any
 56 4 proposal relating to the school calendar prior to submitting it

56 5 to the department of education for approval.

56 6 Sec. 83. Section 299.1, subsection 2, Code 2013, is amended
56 7 to read as follows:

56 8 2. The board of directors of a public school district or the
56 9 governing body of an accredited nonpublic school shall set the
56 10 number of days or hours of required attendance for the schools
56 11 under its control. The board of directors of a public school
56 12 district or the governing body of an accredited nonpublic
56 13 school may, by resolution, require attendance for the entire
56 14 time when the schools are in session in any school year and
56 15 adopt a policy or rules relating to the reasons considered to
56 16 be valid or acceptable excuses for absence from school.

CODE: Adds hours or days as a requirement for the board of directors of a public school district or governing body of an accredited nonpublic school to set.

56 17 Sec. 84. Section 299.4, subsection 1, Code 2013, is amended
56 18 to read as follows:

56 19 1. The parent, guardian, or legal custodian of a child who
56 20 is of compulsory attendance age, who places the child under
56 21 competent private instruction under either section 299A.2 or
56 22 299A.3, not in an accredited school or a home school assistance
56 23 program operated by a school district or accredited nonpublic
56 24 school, shall furnish a report in duplicate on forms provided
56 25 by the public school district, to the district by ~~the earliest~~
56 26 ~~starting date specified in section 279.10, subsection 1~~
56 27 September 1 of the school year in which the child will be under
56 28 competent private instruction. The secretary shall retain and
56 29 file one copy and forward the other copy to the district's
56 30 area education agency. The report shall state the name and
56 31 age of the child, the period of time during which the child
56 32 has been or will be under competent private instruction for
56 33 the year, an outline of the course of study, texts used, and
56 34 the name and address of the instructor. The parent, guardian,
56 35 or legal custodian of a child, who is placing the child under
56 36 competent private instruction for the first time, shall also
56 37 provide the district with evidence that the child has had the
56 38 immunizations required under section 139A.8, and, if the child
56 39 is elementary school age, a blood lead test in accordance with
56 40 section 135.105D. The term "outline of course of study" shall
56 41 include subjects covered, lesson plans, and time spent on the
56 42 areas of study.

CODE: Requires by September 1 of each school year, the parent, guardian, or legal custodian of a child who is of compulsory attendance age and places the child under competent private instruction notify the district the student will be educated in a competent private instruction environment.

56 43 Sec. 85. EFFECTIVE DATE. This division of this Act takes
57 1 effect July 1, 2014.

CODE: The option to allow school districts and accredited nonpublic schools to choose between 180 days or 1,080 hours of instruction does not take effect until July 1, 2014.

57 4 Sec. 86. Section 299.4, subsection 1, Code 2013, is amended
57 5 to read as follows:

57 6 1. The parent, guardian, or legal custodian of a child who
57 7 is of compulsory attendance age, who places the child under
57 8 competent private instruction under ~~either~~ section 299A.2 ~~or~~
57 9 ~~299A.3~~, not in an accredited school or a home school assistance
57 10 program operated by a school district or accredited nonpublic
57 11 school, shall furnish a report in duplicate on forms provided
57 12 by the public school district, to the district by the earliest
57 13 starting date specified in section 279.10, subsection 1. The
57 14 secretary shall retain and file one copy and forward the other
57 15 copy to the district's area education agency. The report shall
57 16 state the name and age of the child, the period of time during
57 17 which the child has been or will be under competent private
57 18 instruction for the year, an outline of the course of study,
57 19 texts used, and the name and address of the instructor. The
57 20 parent, guardian, or legal custodian of a child, who is placing
57 21 the child under competent private instruction for the first
57 22 time, shall also provide the district with evidence that the
57 23 child has had the immunizations required under section 139A.8,
57 24 and, if the child is elementary school age, a blood lead test
57 25 in accordance with section 135.105D. The term "outline of
57 26 course of study" shall include subjects covered, lesson plans,
57 27 and time spent on the areas of study.

57 28 Sec. 87. Section 299A.1, unnumbered paragraph 2, Code 2013,
57 29 is amended to read as follows:

57 30 For purposes of this chapter, "competent private instruction"
57 31 means private instruction provided on a daily basis for at
57 32 least one hundred forty-eight days during a school year, to be
57 33 met by attendance for at least thirty-seven days each school
57 34 quarter, by or under the supervision of a licensed practitioner
57 35 in the manner provided under section 299A.2, ~~or other person~~
57 36 ~~under section 299A.3~~, which results in the student making
57 37 adequate progress.

57 38 Sec. 88. Section 299A.3, unnumbered paragraph 1, Code 2013,
57 39 is amended to read as follows:

57 40 A parent, guardian, or legal custodian of a child of
57 41 compulsory attendance age providing ~~competent~~ private
57 42 instruction to the child ~~shall~~ may meet all of the following
57 43 requirements:

CODE: Removes the requirement that a parent, guardian, or legal custodian of a child of compulsory attendance age providing competent private instruction to the child complete a form provided by the public school district to the district stating the name and age of the child, the period of time the child has been or will be under competent private instruction for the year, an outline of the course of study, texts used, and the name and address of the instructor.

DETAIL: Removes the reporting requirement for a child under private instruction by a nonlicensed person, but maintains the requirement for the reporting requirement for a child under private instruction by a licensed practitioner.

CODE: Removes private instruction by nonlicensed person in the definition of "competent private instruction."

CODE: Removes the requirement of a parent, guardian, or legal custodian of a child of compulsory attendance age providing private instruction to the child to meet the following requirements and makes it an option:

- Complete and send, in a timely manner, the report required under Iowa Code section 299.4 (annual achievement evaluations) to the school district of residence of the child.
- Ensure that the child under the parent's, guardian's, or legal custodian's instruction is evaluated annually to determine whether the child is making adequate progress, as defined in

- Iowa Code section 299A.6 (failure to make adequate progress).
- Ensure that the results of the child's annual evaluation are reported to the school district of residence of the child and to the DE by a date not later than June 30 of each year in which the child is under private instruction.

58 1 DIVISION XI
58 2 INDEPENDENT ACCREDITATION OF NONPUBLIC SCHOOLS

58 3 Sec. 89. Section 256.11, Code 2013, is amended by adding the
58 4 following new subsection:

58 5 NEW SUBSECTION 16. a. Notwithstanding subsections 1
58 6 through 12, a nonpublic school may be accredited by an approved
58 7 independent accrediting agency instead of by the state board as
58 8 provided in this subsection. The state board shall maintain a
58 9 list of approved independent accrediting agencies comprised of
58 10 at least six regional or national nonprofit, nongovernmental
58 11 agencies recognized as reliable authorities concerning the
58 12 quality of education offered by a school and shall publish the
58 13 list of independent accrediting agencies on the department's
58 14 internet site. The list shall include accrediting agencies
58 15 that, as of January 1, 2013, accredited a nonpublic school in
58 16 this state that was concurrently accredited under this section;
58 17 and any agency that has a formalized partnership agreement with
58 18 another agency on the list and has member schools in this state
58 19 as of January 1, 2013.

CODE: Allows a nonpublic school to be accredited by an approved independent accrediting agency instead of by the State Board of Education. The State Board is required to maintain a list of approved independent accrediting agencies comprised of at least six regional or national nonprofit, nongovernmental agencies. The DE is required to publish a list of independent accrediting agencies on its internet site.

58 20 b. A nonpublic school that participates in the accreditation
58 21 process offered by an independent accrediting agency on
58 22 the approved list published pursuant to paragraph "a" shall
58 23 be deemed to meet the education standards of this section.
58 24 However, such a school shall comply with statutory health and
58 25 safety requirements for school facilities.

CODE: Allows a nonpublic school that participates in the accreditation process offered by an independent accrediting agency to be deemed to meet the education standards established in Iowa Code section 256.11.

58 26 c. If the state board takes preliminary action to remove
58 27 an agency from the approved list published on the department's
58 28 internet site pursuant to paragraph "a", the department
58 29 shall, at least one year prior to removing the agency from
58 30 the approved list, notify the nonpublic schools participating
58 31 in the accreditation process offered by the agency of the
58 32 state board's intent to remove the accrediting agency from
58 33 its approved list of independent accrediting agencies. The
58 34 notice shall also be posted on the department's internet site
58 35 and shall contain the proposed date of removal. The nonpublic
58 36 school shall attain accreditation under this subsection or
58 37 subsections 1 through 12 not later than one year following the

CODE: Requires the DE to notify nonpublic schools participating in the accreditation process to be notified at least one year in advance of removing the accrediting agency from the DE list of approved independent accrediting agencies.

58 38 date on which the state board removes the agency from its list
58 39 of independent accrediting agencies.

58 40 d. This subsection is repealed July 1, 2020.

CODE: Repeals the ability to have the independent accrediting agencies accredit nonpublic schools on July 1, 2020.

58 41 DIVISION XII
58 42 INDEPENDENT PRIVATE INSTRUCTION

58 43 Sec. 90. Section 261E.8, subsection 2, Code 2013, is amended
59 1 to read as follows:

59 2 2. Students from accredited nonpublic schools and students
59 3 receiving competent private instruction or independent private
59 4 instruction under chapter 299A may access the program through
59 5 the school district in which the accredited nonpublic school or
59 6 private institution is located.

CODE: Allows students receiving independent private instruction to have access to the concurrent enrollment program.

59 7 Sec. 91. Section 299.1, subsection 1, Code 2013, is amended
59 8 to read as follows:

59 9 1. Except as provided in section 299.2, the parent,
59 10 guardian, or legal or actual custodian of a child who is of
59 11 compulsory attendance age; shall cause the child to attend some
59 12 public school; or an accredited nonpublic school, or place
59 13 the child under competent private instruction or independent
59 14 private instruction in accordance with the provisions of
59 15 chapter 299A, during a school year, as defined under section
59 16 279.10.

CODE: Allows a parent, guardian, or legal or actual custodian to place a child who is of compulsory attendance age in independent private instruction as an allowable school attendance requirement.

59 17 Sec. 92. Section 299.1B, Code 2013, is amended to read as
59 18 follows:

59 19 299.1B FAILURE TO ATTEND — DRIVER'S LICENSE.
59 20 A person who is of compulsory attendance age who does
59 21 not meet the requirements for an exception under section
59 22 299.2, who does not attend a public school; or an accredited
59 23 nonpublic school, who is not receiving competent private
59 24 instruction or independent private instruction in accordance
59 25 with the provisions of chapter 299A, and who does not attend
59 26 an alternative school; or adult education classes, shall not
59 27 receive an intermediate or full driver's license until age
59 28 eighteen.

CODE: Permits a person who is receiving independent private instruction to be allowed to receive an intermediate or full driver's license before the age of eighteen.

59 29 Sec. 93. Section 299.6A, subsection 1, Code 2013, is amended
59 30 to read as follows:

59 31 1. In lieu of a criminal proceeding under section 299.6,
59 32 a county attorney may bring a civil action against a parent,
59 33 guardian, or legal or actual custodian of a child who is of
59 34 compulsory attendance age, has not completed educational

CODE: Adds private instruction to the list of acceptable instructional settings to avoid having a county attorney bring a civil action against a parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age.

59 35 requirements, and is truant, if the parent, guardian, or legal
 59 36 or actual custodian has failed to cause the child to attend a
 59 37 public school; or an accredited nonpublic school, or placed
 59 38 the child under competent private instruction or independent
 59 39 private instruction in the manner provided in this chapter. If
 59 40 the court finds that the parent, guardian, or legal or actual
 59 41 custodian has failed to cause the child to attend as required
 59 42 in this section, the court shall assess a civil penalty of not
 59 43 less than one hundred but not more than one thousand dollars
 60 1 for each violation established.

60 2 Sec. 94. Section 299.8, Code 2013, is amended to read as
 60 3 follows:

60 4 299.8 "TRUANT" DEFINED.

60 5 Any child of compulsory attendance age who fails to attend
 60 6 school as provided in this chapter, or as required by the
 60 7 school board's or school governing body's attendance policy,
 60 8 or who fails to attend competent private instruction or
 60 9 independent private instruction under chapter 299A, without
 60 10 reasonable excuse for the absence, shall be deemed to be a
 60 11 truant. A finding that a child is truant, however, shall not
 60 12 by itself mean that the child is a child in need of assistance
 60 13 within the meaning of chapter 232 and shall not be the sole
 60 14 basis for a child in need of assistance petition.

60 15 Sec. 95. Section 299.11, unnumbered paragraph 1, Code 2013,
 60 16 is amended to read as follows:

60 17 The truancy officer may take into custody without warrant
 60 18 any apparently truant child and place the child in the
 60 19 charge of the school principal, or the principal's designee,
 60 20 designated by the board of directors of the school district
 60 21 in which the child resides, or in the charge of any nonpublic
 60 22 school or any authority providing competent private instruction
 60 23 or independent private instruction as defined in section
 60 24 299A.1, designated by the parent, guardian, or legal or
 60 25 actual custodian; but if it is other than a public school,
 60 26 the instruction and maintenance of the child shall be without
 60 27 expense to the school district. If a child is taken into
 60 28 custody under this section, the truancy officer shall make
 60 29 every reasonable attempt to immediately notify the parent,
 60 30 guardian, or legal or actual custodian of the child's location.

60 31 Sec. 96. Section 299.12, subsection 2, Code 2013, is amended
 60 32 to read as follows:

60 33 2. This section is not applicable to a child who is
 60 34 receiving competent private instruction or independent private
 60 35 instruction in accordance with the requirements of chapter
 60 36 299A. If a child is not in compliance with the attendance

CODE: Adds independent private instruction in the definition for
 "Truant."

CODE: Allows a truancy officer to place an apparently truant child in
 the charge of the authority providing competent private instruction or
 independent private instruction to the child. The authority in charge is
 to be designated by the parent, guardian, or legal or actual custodian.

CODE: Removes the applicability of the attendance policy of a child
 who is receiving independent private instruction.

60 37 requirements established under section 299.1, and has not
 60 38 completed educational requirements through the sixth grade,
 60 39 and the school has used every means available to assure the
 60 40 child does attend, the school truancy officer shall contact
 60 41 the child's parent, guardian, or legal or actual custodian to
 60 42 participate in an attendance cooperation meeting. The parties
 60 43 to the attendance cooperation meeting may include the child
 61 1 and shall include the child's parent, guardian, or legal or
 61 2 actual custodian and the school truancy officer. The school
 61 3 truancy officer contacting the participants in the attendance
 61 4 cooperation meeting may invite other school officials, a
 61 5 designee of the juvenile court, the county attorney or the
 61 6 county attorney's designee, or other persons deemed appropriate
 61 7 to participate in the attendance cooperation meeting.

61 8 Sec. 97. Section 299A.1, Code 2013, is amended to read as
 61 9 follows:

61 10 ~~299A.1—PRIVATE COMPETENT PRIVATE INSTRUCTION AND INDEPENDENT~~
 61 11 ~~PRIVATE INSTRUCTION .~~

61 12 1. The parent, guardian, or legal custodian of a child of
 61 13 compulsory attendance age who places the child under private
 61 14 instruction shall provide, unless otherwise exempted, competent
 61 15 private instruction or independent private instruction in
 61 16 accordance with this chapter. A parent, guardian, or legal
 61 17 custodian of a child of compulsory attendance age who places
 61 18 the child under private instruction which is not competent
 61 19 private instruction or independent private instruction,
 61 20 or otherwise fails to comply with the requirements of this
 61 21 chapter, is subject to the provisions of sections 299.1 through
 61 22 299.4 and the penalties provided in section 299.6.

61 23 2. For purposes of this chapter, ~~“competent and chapter 299:~~

61 24 a. “Competent private instruction” means private instruction
 61 25 provided on a daily basis for at least one hundred forty-eight
 61 26 days during a school year, to be met by attendance for at
 61 27 least thirty-seven days each school quarter, by or under the
 61 28 supervision of a licensed practitioner in the manner provided
 61 29 under section 299A.2, or other person under section 299A.3,
 61 30 which results in the student making adequate progress.
 61 31 ~~—For purposes of this chapter and chapter 299, “private~~
 61 32 ~~instruction”~~

61 33 b. “Independent private instruction” means instruction that
 61 34 meets the following criteria:

61 35 (1) Is not accredited.

61 36 (2) Enrolls not more than four unrelated students.

61 37 (3) Does not charge tuition, fees, or other remuneration for
 61 38 instruction.

61 39 (4) Provides private or religious-based instruction as its
 61 40 primary purpose.

CODE: Clarifies the reference of private instruction to include competent private instruction and independent private instruction. Separately defines competent private instruction and independent private instruction.

CODE: Defines independent private instruction as meeting the following criteria:

- Is not accredited.
- Enrolls no more than four unrelated students.
- Does not charge tuition, fees, or other remuneration for instruction.
- Provides private or religious-based instruction as its primary purpose.
- Provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies.
- Provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the DE, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled.
- Is not a nonpublic school and does not provide competent private instruction as defined in this subsection.
- Is exempt from all State statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided in Iowa Code chapter 299 and this chapter.

61 41 (5) Provides enrolled students with instruction in
 61 42 mathematics, reading and language arts, science, and social
 61 43 studies.
 62 1 (6) Provides, upon written request from the superintendent
 62 2 of the school district in which the independent private
 62 3 instruction is provided, or from the director of the department
 62 4 of education, a report identifying the primary instructor,
 62 5 location, name of the authority responsible for the independent
 62 6 private instruction, and the names of the students enrolled.
 62 7 (7) Is not a nonpublic school and does not provide competent
 62 8 private instruction as defined in this subsection.
 62 9 (8) Is exempt from all state statutes and administrative
 62 10 rules applicable to a school, a school board, or a school
 62 11 district, except as otherwise provided in chapter 299 and this
 62 12 chapter.
 62 13 c. "Private instruction" means instruction using a plan and
 62 14 a course of study in a setting other than a public or organized
 62 15 accredited nonpublic school.

62 16 Sec. 98. Section 299A.11, Code 2013, is amended to read as
 62 17 follows:
 62 18 299A.11 STUDENT RECORDS CONFIDENTIAL.
 62 19 Notwithstanding any provision of law or rule to the
 62 20 contrary, personal information in records regarding a child
 62 21 receiving competent private instruction or independent private
 62 22 instruction pursuant to this chapter, which are maintained,
 62 23 created, collected, or assembled by or for a state agency,
 62 24 shall be kept confidential in the same manner as personal
 62 25 information in student records maintained, created, collected,
 62 26 or assembled by or for a school corporation or educational
 62 27 institution in accordance with section 22.7, subsection 1.

CODE: Requires personal information in records of a child receiving independent private instruction to be confidential.

62 28 Sec. 99. Section 321.178, subsection 1, paragraph c, Code
 62 29 2013, is amended to read as follows:
 62 30 c. Every public school district in Iowa shall offer
 62 31 or make available to all students residing in the school
 62 32 district, or Iowa students attending a nonpublic school or
 62 33 receiving competent private instruction or independent private
 62 34 instruction as defined in section 299A.1, in the district, an
 62 35 approved course in driver education. The receiving district
 62 36 shall be the school district responsible for making driver
 62 37 education available to a student participating in open
 62 38 enrollment under section 282.18. The courses may be offered
 62 39 at sites other than at the public school, including nonpublic
 62 40 school facilities within the public school districts. An
 62 41 approved course offered during the summer months, on Saturdays,
 62 42 after regular school hours during the regular terms or partly
 62 43 in one term or summer vacation period and partly in the

CODE: Requires every public school district to offer or make available to students receiving competent private instruction or independent private instruction an approved course in driver education.

63 1 succeeding term or summer vacation period, as the case may
 63 2 be, shall satisfy the requirements of this section to the
 63 3 same extent as an approved course offered during the regular
 63 4 school hours of the school term. A student who successfully
 63 5 completes and obtains certification in an approved course in
 63 6 driver education or an approved course in motorcycle education
 63 7 may, upon proof of such fact, be excused from any field test
 63 8 which the student would otherwise be required to take in
 63 9 demonstrating the student's ability to operate a motor vehicle.
 63 10 A student shall not be excused from any field test if a parent,
 63 11 guardian, or instructor requests that a test be administered.
 63 12 A final field test prior to a student's completion of an
 63 13 approved course shall be administered by a person qualified
 63 14 as a classroom driver education instructor and certified to
 63 15 provide street and highway driving instruction. A person
 63 16 qualified as a classroom driver education instructor but not
 63 17 certified to provide street and highway driving instruction
 63 18 may administer the final field test if accompanied by another
 63 19 person qualified to provide street and highway driving
 63 20 instruction.

63 21 DIVISION XIII
 63 22 DRIVER EDUCATION BY TEACHING PARENT

63 23 Sec. 100.NEW SECTION 321.178A DRIVER EDUCATION —
 63 24 TEACHING PARENT.

63 25 1. TEACHING PARENT. As an alternative to the driver
 63 26 education requirements under section 321.178, a teaching parent
 63 27 may instruct a student in a driver education course that meets
 63 28 the requirements of this section and provide evidence that the
 63 29 requirements under this section have been met.

63 30 2. DEFINITIONS. For purposes of this section:

63 31 a. "Approved course" means driver education curriculum
 63 32 approved by the department pursuant to rules adopted under
 63 33 chapter 17A. An approved course shall, at a minimum, meet
 63 34 the requirements of subsection 3 and be appropriate for
 63 35 teaching-parent-directed driver education and related street or
 63 36 highway instruction. Driver education materials that meet or
 63 37 exceed standards established by the department for an approved
 63 38 course in driver education for a public or private school shall
 63 39 be approved unless otherwise determined by the department. The
 63 40 list of approved courses shall be posted on the department's
 63 41 internet site.

63 42 b. "Student" means a person between the ages of fourteen

CODE: Allows a teaching parent to instruct a student in a driver education course that meets the requirements in Iowa Code section 321.178, and provide evidence that the requirements have been met.

CODE: Defines an approved course for a teaching parent instructing a student in a driver education course.

CODE: Defines a student as a person between the ages of 14-21 who

63 43 and twenty-one years who is within the custody and control of
 64 1 the teaching parent and who satisfies preliminary licensing
 64 2 requirements of the department.

is in the custody and control of the teaching parent and satisfies
 preliminarily licensing requirements of the Department of
 Transportation.

64 3 c. "Teaching parent" means a parent, guardian, or legal
 64 4 custodian of a student who is currently providing competent
 64 5 private instruction to the student pursuant to section
 64 6 299A.2 or 299A.3 and who provided such instruction to the
 64 7 student during the previous year; who has a valid driver's
 64 8 license, other than a motorized bicycle license or a temporary
 64 9 restricted license, that permits unaccompanied driving; and
 64 10 who has maintained a clear driving record for the previous two
 64 11 years. For purposes of this paragraph, "clear driving record"
 64 12 means the individual has not been identified as a candidate
 64 13 for suspension or revocation of a driver's license under the
 64 14 habitual violator or habitual offender provisions of the
 64 15 department's regulations; is not subject to a driver's license
 64 16 suspension, revocation, denial, cancellation, disqualification,
 64 17 or bar; and has no record of a conviction for a moving traffic
 64 18 violation determined to be the cause of a motor vehicle
 64 19 accident.

CODE: Defines a teaching parent as meeting the following
 requirements:

- Parent, guardian, or legal custodian of a student who is currently providing competent private instruction to the student.
- Provided competent private instruction to the student during the previous year.
- Has a valid driver's license, other than a motorized bicycle license or a temporary restricted license, that permits unaccompanied driving, and has maintained a clear driving record for the previous two years.

64 20 3. COURSE OF INSTRUCTION.

64 21 a. An approved course administered by a teaching parent
 64 22 shall consist of but not be limited to the following:
 64 23 (1) Thirty clock hours of classroom instruction.
 64 24 (2) Forty hours of street or highway driving including
 64 25 four hours of driving after sunset and before sunrise while
 64 26 accompanied by the teaching parent.
 64 27 (3) Four hours of classroom instruction concerning
 64 28 substance abuse.
 64 29 (4) A minimum of twenty minutes of instruction concerning
 64 30 railroad crossing safety.
 64 31 (5) Instruction relating to becoming an organ donor under
 64 32 the revised uniform anatomical gift Act as provided in chapter
 64 33 142C.
 64 34 (6) Instruction providing an awareness about sharing the
 64 35 road with bicycles and motorcycles.

CODE: Defines an approved course administered by a teaching parent
 as consisting of the following:

- Thirty clock hours of classroom instruction.
- Forty hours of street or highway driving including four hours of driving after sunset and before sunrise while accompanied by the teaching parent.
- Four hours of classroom instruction concerning substance abuse.
- A minimum of twenty minutes of instruction concerning railroad crossing safety.
- Instruction relating to becoming an organ donor under the revised uniform anatomical gift Act as provided in Iowa Code chapter 142C.
- Instruction providing an awareness about sharing the road with bicycles and motorcycles.

64 36 b. The content of the course of instruction required under
 64 37 this subsection shall be equivalent to that required under
 64 38 section 321.178. However, reference and study materials,
 64 39 physical classroom requirements, and extra vehicle safety

CODE: Requires the content of the course of instruction to be
 equivalent to the requirements under Iowa Code section 321.178.
 Reference and study materials, physical classroom requirements, and
 extra vehicle safety equipment required under Iowa Code section

64 40 equipment required for instruction under section 321.178 shall
64 41 not be required for the course of instruction provided under
64 42 this section.

321.178 are not required for driver education by a teaching parent.

64 43 4. COURSE COMPLETION AND CERTIFICATION. Upon application
65 1 by a student for an intermediate license, the teaching parent
65 2 shall provide evidence showing the student's completion
65 3 of an approved course and substantial compliance with the
65 4 requirements of subsection 3 by affidavit signed by the
65 5 teaching parent on a form to be provided by the department.
65 6 The evidence shall include all of the following:
65 7 a. Documentation that the instructor is a teaching parent as
65 8 defined in subsection 2.
65 9 b. Documentation that the student is receiving competent
65 10 private instruction under section 299A.2 or the name of
65 11 the school district within which the student is receiving
65 12 instruction under section 299A.3.
65 13 c. The name of the approved course completed by the student.
65 14 d. An affidavit attesting to satisfactory completion of
65 15 course work and street or highway driving instruction.
65 16 e. Copies of written tests completed by the student.
65 17 f. A statement of the number of classroom hours of
65 18 instruction.
65 19 g. A log of completed street or highway driving instruction
65 20 including the dates when the lessons were conducted, the
65 21 student's and the teaching parent's name and initials noted
65 22 next to each entry, notes on driving activities including a
65 23 list of driving deficiencies and improvements, and the duration
65 24 of the driving time for each session.

CODE: Requires the teaching parent to provide evidence showing the student's completion of an approved course and an affidavit signed by the teaching parent on a form to be provided by the Department of Transportation. The evidence must include certain items explained in the Bill.

65 25 5. INTERMEDIATE LICENSE. Any student who successfully
65 26 completes an approved course as provided in this section,
65 27 passes a driving test to be administered by the department,
65 28 and is otherwise qualified under section 321.180B, subsection
65 29 2, shall be eligible for an intermediate license pursuant
65 30 to section 321.180B. Twenty of the forty hours of street
65 31 or highway driving instruction required under subsection 3,
65 32 paragraph "a", subparagraph (2), may be used to satisfy the
65 33 requirement of section 321.180B, subsection 2.

CODE: Allows a student who successfully completes an approved course under a teaching parent, and passes a driving test administered by the Department of Transportation, to be eligible for an intermediate license.

65 34 6. FULL LICENSE. A student must comply with section
65 35 321.180B, subsection 4, to be eligible for a full driver's
65 36 license pursuant to section 321.180B.

CODE: Requires a student under the direction of a teaching parent for driver education to comply with Iowa Code section 321.180B(4) to be eligible for a full driver's license.

DETAIL: This is the same requirement as students not under the direction of a teaching parent for driver education.

65 37 Sec. 101. Section 321.180B, subsection 2, paragraph a, Code
 65 38 2013, is amended to read as follows:
 65 39 a. The department may issue an intermediate driver's
 65 40 license to a person sixteen or seventeen years of age who
 65 41 possesses an instruction permit issued under subsection 1 or
 65 42 a comparable instruction permit issued by another state for a
 65 43 minimum of six months immediately preceding application, and
 66 1 who presents an affidavit signed by a parent, guardian, or
 66 2 custodian on a form to be provided by the department that the
 66 3 permittee has accumulated a total of twenty hours of street
 66 4 or highway driving of which two hours were conducted after
 66 5 sunset and before sunrise and the street or highway driving was
 66 6 with the permittee's parent, guardian, custodian, instructor,
 66 7 a person certified by the department, or a person at least
 66 8 twenty-five years of age who had written permission from a
 66 9 parent, guardian, or custodian to accompany the permittee, and
 66 10 whose driving privileges have not been suspended, revoked,
 66 11 or barred under this chapter or chapter 321J during, and who
 66 12 has been accident and violation free continuously for, the
 66 13 six-month period immediately preceding the application for an
 66 14 intermediate license. An applicant for an intermediate license
 66 15 must meet the requirements of section 321.186, including
 66 16 satisfactory completion of driver education as required in
 66 17 section 321.178 or 321.178A, and payment of the required
 66 18 license fee before an intermediate license will be issued. A
 66 19 person issued an intermediate license must limit the number of
 66 20 passengers in the motor vehicle when the intermediate licensee
 66 21 is operating the motor vehicle to the number of passenger
 66 22 safety belts.

CODE: Adds driver education by a teaching parent to the requirements that allow the Department of Transportation to issue an intermediate driver's license.

66 23 DIVISION XIV
 66 24 MISCELLANEOUS PROVISIONS

66 25 Sec. 102. Section 256.9, Code 2013, is amended by adding the
 66 26 following new subsection:
 66 27 NEW SUBSECTION 63. a. Develop and implement a coaching
 66 28 and support system for teachers aligned with the framework and
 66 29 comparable systems approved as provided in section 284.15.
 66 30 b. Develop and implement a coaching and support system
 66 31 for administrators aligned with the beginning administrator
 66 32 mentoring and induction program created pursuant to section
 66 33 284A.5.

CODE: Paragraph a requires the Director of the DE to develop and implement a coaching and support system for teachers in approved and comparable systems in the Iowa teacher career paths, leadership roles, and compensation framework. Paragraph b requires the Director of the DE to develop and implement a coaching and support system for administrators aligned with the beginning administrator mentoring and induction program.

66 34 Sec. 103. Section 256C.4, subsection 1, paragraph e, Code
 66 35 2013, is amended to read as follows:
 66 36 e. Preschool foundation aid funding shall not be used for
 66 37 the costs of constructing a facility in connection with an

CODE: Expands preschool foundation aid funding expenditures to allow spending for professional development, instructional equipment, material and equipment designed to develop pupils' large and small motor skills, and other direct costs. Requires preschool foundation aid

66 38 approved local program. Preschool foundation aid funding may
 66 39 be used by approved local programs and community providers
 66 40 for professional development for preschool teachers, for
 66 41 instructional equipment, for material and equipment designed
 66 42 to develop pupils' large and small motor skills, and for other
 66 43 direct costs. Preschool foundation aid funding received by an
 67 1 approved local program that remain unexpended or unobligated
 67 2 at the end of a fiscal year shall be used to build the approved
 67 3 local program's preschool program capacity in the next
 67 4 succeeding fiscal year.

funding that is unexpended or unobligated at the end of the fiscal year be used to expand the local program's preschool program capacity in the next succeeding fiscal year. This section is effective on enactment.

67 5 Sec. 104. Section 256D.9, Code 2013, is amended to read as
 67 6 follows:
 67 7 256D.9 FUTURE REPEAL.
 67 8 This chapter is repealed effective July 1, ~~2013~~ 2018.

CODE: Extends the repeal date of the Early Intervention/Class Size Reduction Program to July 1, 2018.

DETAIL: Provisions of the Program are currently set to expire on July 1, 2013, but funding will still be generated through the school aid formula in FY 2014. This section is effective upon enactment.

FISCAL IMPACT: There is no impact on the General Fund from this provision. The school aid formula will generate approximately \$31,100,000 for the program (based on the 2.00% allowable growth rate for FY 2014) regardless of whether the program sunsets. However, extending the sunset provision allows school districts to use those funds that are designated for the requirements of the program.

67 9 Sec. 105. Section 279.60, subsections 1 and 2, Code 2013,
 67 10 are amended to read as follows:

67 11 1. Each school district shall administer ~~a kindergarten~~
 67 12 ~~readiness the teaching strategies gold early childhood~~
 67 13 ~~assessment prescribed by the department of education to~~
 67 14 every resident prekindergarten or four-year-old child whose
 67 15 parent or guardian enrolls the child in the district, and
 67 16 shall administer a valid and reliable universal screening
 67 17 instrument, as prescribed by the department of education, to
 67 18 every kindergarten student enrolled in the district not later
 67 19 than the date specified in section 257.6, subsection 1. The
 67 20 assessment shall be aligned with state early learning standards
 67 21 and preschool programs shall be encouraged to administer the
 67 22 assessment at least at the beginning and end of the preschool
 67 23 program, with the assessment information entered into the
 67 24 statewide longitudinal data system. The department shall work
 67 25 to develop agreements with head start programs to incorporate
 67 26 similar information about four-year-old children served by head
 67 27 start into the statewide longitudinal data system.

CODE: Requires every school district to administer the Teaching Strategies GOLD Early Childhood Assessment to all prekindergarten or four-year-old child enrolled in the district. Requires districts to administer a universal screening instrument to every kindergarten student enrolled in the district.

67 28 ~~2. a. Each school district shall administer the dynamic~~

CODE: Removes the requirement that school districts administer the

67 29 ~~indicators of basic early literacy skills kindergarten~~
 67 30 ~~benchmark assessment or other kindergarten benchmark assessment~~
 67 31 ~~adopted by the department of education in consultation with~~
 67 32 ~~the early childhood lowa state board to every kindergarten~~
 67 33 ~~student enrolled in the district not later than the date~~
 67 34 ~~specified in section 257.6, subsection 4.~~ The school district
 67 35 shall also collect information from each parent, guardian,
 67 36 or legal custodian of a kindergarten student enrolled in the
 67 37 district, including but not limited to whether the student
 67 38 attended preschool, factors identified by the early childhood
 67 39 lowa office pursuant to section 256I.5, and other demographic
 67 40 factors. Each school district shall report the results of
 67 41 the community strategies employed during the prior school
 67 42 year pursuant to section 279.68, subsection 4, paragraph "a",
 67 43 the assessment administered pursuant to subsection 1, and the
 68 1 preschool information collected to the department of education
 68 2 in the manner prescribed by the department not later than
 68 3 January 1 of that school year. The early childhood lowa office
 68 4 in the department of management shall have access to the raw
 68 5 data. The department shall review the information submitted
 68 6 pursuant to this section and shall submit its findings and
 68 7 recommendations annually in a report to the governor, the
 68 8 general assembly, the early childhood lowa state board, and the
 68 9 early childhood lowa area boards.

68 10 ~~—b.—This subsection is repealed July 1, 2013.~~

68 11 Sec. 106. SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE
 68 12 — STATE BOARD OF EDUCATION.

68 13 1. a. A reporting requirement review task force is
 68 14 established consisting of five members who shall be appointed
 68 15 by the director of the department of education as follows:
 68 16 (1) One member from nominees submitted by an organization
 68 17 representing the boards of lowa school districts.
 68 18 (2) One member from nominees submitted by an organization
 68 19 representing lowa school administrators.
 68 20 (3) One member from nominees submitted by the largest
 68 21 statewide certified employee organization representing lowa
 68 22 teachers.
 68 23 (4) One member representing the department of education.
 68 24 (5) One member representing the general public.

68 25 b. The member representing the department of education
 68 26 shall convene the initial meeting, at which the members shall
 68 27 elect a chairperson.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) kindergarten benchmark assessment to every kindergarten student enrolled in the district. Requires school districts to report to the DE the results of the community strategies employed during the prior school year pursuant to Iowa Code section 279.68, (4)(a).

DETAIL: Iowa Code section 279.68(4)(a) states: "To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading."

CODE: Eliminates the repeal of the prekindergarten assessment requirements, which would have sunset on July 1, 2013.

CODE: Directs the DE to convene a five-member Reporting Requirement Review Task Force appointed by the Director of the DE. Membership is outlined in the Bill.

CODE: Requires the member representing the DE to convene the initial meeting, where members will elect a chair person.

68 28 2. The department of education shall compile a list of
 68 29 reports that school districts are required to submit to the
 68 30 department biennially or more frequently. The department shall
 68 31 submit the list to the reporting requirement review task force
 68 32 by September 3, 2013.

CODE: Requires the DE to compile a list of reports that school districts are required to submit to the DE biennially or more frequently. Requires the DE to submit the list to the Reporting Requirement Task Force by September 3, 2013.

68 33 3. The task force shall review the list submitted by the
 68 34 department pursuant to subsection 2. For each reporting
 68 35 requirement listed, the task force shall produce written
 68 36 justification for continuing, modifying, or eliminating
 68 37 the requirement. The task force shall compile its written
 68 38 justifications in a report the task force shall submit to
 68 39 the state board of education and to the general assembly by
 68 40 December 2, 2013.

CODE: Requires the Reporting Requirement Task Force to review the list of reports provided by the DE and for each reporting requirement listed, the Task Force is to produce written justification for continuing, modifying, or eliminating the requirement. Requires the Task Force to compile its written justifications in a report and submit the report to the State Board of Education and the General Assembly by December 2, 2013.

68 41 4. The state board of education shall review the report
 68 42 submitted pursuant to subsection 3, and shall determine which
 68 43 of the task force recommendations for modifying or eliminating
 69 1 requirements may be accomplished by administrative rule and
 69 2 which must be accomplished by statute. The state board shall
 69 3 submit its findings and recommendations, including plans
 69 4 for board action relating to administrative rules and board
 69 5 recommendations for specific statutory changes, in a report to
 69 6 the general assembly by February 3, 2014.

CODE: Requires the State Board of Education to review the Reporting Requirement Task Force report and determine which of the Task Force recommendations for modifying or eliminating requirements may be accomplished by administrative rule and which must be accomplished by statute. Requires the State Board of Education to submit its findings and recommendations, including plans for administrative rule and statutory changes, in a report to the General Assembly by February 3, 2014.

69 7 Sec. 107. EFFECTIVE DATE. The following provision or
 69 8 provisions of this division of this Act take effect June 30,
 69 9 2013:

The section that eliminates the repeal of the prekindergarten assessment requirements, takes effect June 30, 2013.

69 10 1. The section of this division of this Act amending section
 69 11 279.60, subsection 2, paragraph "b".

69 12 Sec. 108. EFFECTIVE UPON ENACTMENT. The following
 69 13 provision or provisions of this division of this Act, being
 69 14 deemed of immediate importance, take effect upon enactment:

Changes to Iowa Code sections 256C.4 and 256D.9 are effective on enactment.

69 15 1. The section of this division of this Act amending section
 69 16 256C.4.

69 17 2. The section of this division of this Act amending section
 69 18 256D.9.

69 19 DIVISION XV
69 20 EXTENDED LEARNING TIME PILOT PROJECT MODEL — APPROPRIATION
69 21 Sec. 109. EXTENDED LEARNING TIME PILOT PROJECT MODEL.

69 22 1. The department of education shall develop a proposed
69 23 model for an extended learning time pilot project. In
69 24 developing the model, the department shall consider the
69 25 recommendations submitted in the final report of the
69 26 instructional time task force, as well as existing, successful
69 27 extended time learning opportunities offered within and
69 28 outside of the state. Three program proposals representing
69 29 school districts of varied sizes, geographical locations, and
69 30 socioeconomic status shall be included in the model. Component
69 31 measures, criteria, and associated benchmarks for selecting
69 32 participants and gauging success for the model shall include
69 33 but not be limited to the following considerations: impact
69 34 on student achievement; overall cost; governance structure;
69 35 transportation issues; recommended age of students; potential
69 36 use of teacher preparation candidates; 21st century learning
69 37 center guidelines as applicable; potential collaboration with
69 38 area education agencies and other public and private partners
69 39 for cost effectiveness, efficiency, and community involvement;
69 40 recommended staffing levels; licensure for staff; involvement
69 41 of nonprofit organizations; collaboration with the staff in
69 42 the existing school district; whether all or some students
69 43 in a district should participate; and use of best practices
70 1 and latest research in the field. The department shall also
70 2 recommend potential funding sources for the full implementation
70 3 of the proposed model for extended learning time pilot projects
70 4 and of future sustained extended time learning efforts.

70 5 2. The department shall submit the proposed model and
70 6 the department's findings and recommendations in a report to
70 7 the state board of education, the governor, and the general
70 8 assembly by December 16, 2013.

CODE: Requires the DE to develop a pilot program with three school districts to provide students in need with extended learning opportunities.

DETAIL: This is a new pilot project for FY 2014. House File 604 (FY 2014 Education Appropriations Bill) appropriates \$6,840,000 for Education Reform provisions. Division XVI of this Bill allocates \$40,000 of the appropriation in HF 604 for the Extended Learning Time Pilot Project Model for FY 2014.

CODE: Requires the DE to submit the proposed Extended Learning Time Pilot Project Model and the DE's findings and recommendations in a report to the State Board of Education, the Governor, and General Assembly by December 16, 2013.

70 9 DIVISION XVI
 70 10 EDUCATION REFORM ALLOCATIONS

70 11 Sec. 110. DEPARTMENT OF EDUCATION — EDUCATION REFORM
 70 12 ALLOCATIONS. From the moneys appropriated pursuant to 2013
 70 13 Iowa Acts, House File 604, section 6, subsection 17, the
 70 14 following amounts, or so much thereof as is deemed necessary,
 70 15 shall be used by the department of education as follows for the
 70 16 purposes designated:

70 17 1. For purposes of the Iowa learning online initiative
 70 18 established pursuant to section 256.42:
 70 19 \$ 1,500,000
 70 20 A portion of the funds allocated to the department for
 70 21 purposes of this subsection may be used by the department for
 70 22 not more than three full-time equivalent positions.

70 23 2. For purposes of the teach Iowa student teaching pilot
 70 24 project established pursuant to section 256.98, if enacted:
 70 25 \$ 1,000,000
 70 26 A portion of the funds allocated to the department for
 70 27 purposes of this subsection may be used by the department for
 70 28 not more than two full-time equivalent positions.

70 29 3. For planning grants in accordance with section 284.15,
 70 30 subsection 11:
 70 31 \$ 3,500,000

70 32 4. To provide for the development of a delivery system to
 70 33 assist in implementing teacher career paths and leadership
 70 34 roles and for administrative purposes as provided in section
 70 35 284.13, subsection 1, paragraph “0e”, subparagraph (3):
 70 36 \$ 700,000

70 37 5. For purposes of establishing the council on educator
 70 38 development and funding the council’s study of a statewide
 70 39 teacher evaluation system and performance review requirements
 70 40 and a statewide administrator evaluation system:
 70 41 \$ 100,000

70 42 6. For purposes of developing an extended learning time
 70 43 pilot project model in accordance with this Act, if enacted:
 71 1 \$ 40,000

CODE: Allocates \$6,840,000 for education reform from appropriation made in HF 604 (FY 2014 Education Appropriations Bill).

DETAIL: The following allocation amounts are to be used by the DE for the purposes designated and up to the number of FTE positions:

<u>Initiative</u>	<u>FY 2014 Allocation</u>	<u>FTEs</u>
Iowa Learning Online	\$1,500,000	3.0
Teach Iowa Student Teaching Pilot Program	1,000,000	2.0
Teacher Leadership Grants and Aid	3,500,000	0.0
Teacher Leadership Technical Assistance	700,000	0.0
Council on Educator Development	100,000	0.0
Extended Learning Time Pilot	40,000	0.0
Total Allocation Amount	\$6,840,000	5.0

Education General Fund

	Supp-Final Action FY 2013 (1)	Final Action FY 2014 (2)	Final Action FY 2015 (3)
<u>Education, Dept. of</u>			
Education, Dept. of			
Iowa Learning Online Initiative	\$ 0	\$ 0	\$ 1,500,000
State Aid Property Tax Relief - FY 2014	0	8,300,000	8,300,000
State Aid Property Tax Relief - FY 2015	0	0	17,100,000
State Aid Increase - FY 15	0	0	111,000,000
State Aid Increase - FY 14	57,100,000	67,700,000	67,700,000
Total Education, Dept. of	\$ 57,100,000	\$ 76,000,000	\$ 205,600,000

Note: House File 215 allocates \$6.84 million that is appropriated for FY 2014 in HF 604 (Education Appropriations Bill). The allocations are for the following: Iowa Learning Online, Teach Iowa Student Teaching Pilot Program, Teacher Leadership Grants and Aid, Teacher Leadership Technical Assistance, Council on Educator Development, and the Extended Learning Time Pilot.