

**NINETY-FIRST GENERAL ASSEMBLY  
2026 REGULAR SESSION  
DAILY  
HOUSE CLIP SHEET**

**March 26, 2026**

**Clip Sheet Summary**

Displays all amendments, fiscal notes, and conference committee reports for previous day.

<b>Bill</b>	<b>Amendment</b>	<b>Action</b>	<b>Sponsor</b>
<a href="#">HF 2707</a> .....	<a href="#">H-8266</a> .....	Filed	BERGAN of Winneshiek
<a href="#">HF 2741</a> .....	<a href="#">H-8269</a> .....	Filed	COOLING of Linn
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<a href="#">SF 2231</a> .....	<a href="#">H-8268</a> .....	Filed	FETT of Warren

HOUSE FILE 2707

H-8266

1 Amend House File 2707 as follows:

2 1. Page 2, by striking lines 2 and 3 and inserting <of  
3 this Act. Beginning the calendar year that begins January 1,  
4 2032, and every ten consecutive calendar years thereafter, the  
5 department shall review the efficacy of the designated HHS  
6 districts in performing the HHS districts' functions during the  
7 immediately preceding ten consecutive calendar years.>

8 2. By striking page 10, line 8, through page 11, line 17,  
9 and inserting:

10 <Sec. \_\_\_\_ . DEPARTMENT OF HEALTH AND HUMAN SERVICES AND AREA  
11 AGENCIES ON AGING — REDESIGNATION OF PLANNING AND SERVICE  
12 AREAS — REVIEW AND REPORT.

13 1. For purposes of this section, unless the context  
14 otherwise requires:

15 a. "Area agency on aging" means the same as defined in 42  
16 U.S.C. §3002.

17 b. "Department" means the department of health and human  
18 services.

19 c. "Health and human services district" means the same as  
20 defined in section 217.1, as amended in division I of this Act.

21 d. "Planning and service area" means the same as defined in  
22 42 U.S.C. §3002.

23 e. "Redesignation" means the process described in 45 C.F.R.  
24 §1321.13(e) to change the designation of a planning and service  
25 area.

26 2. The department shall not submit an application for  
27 redesignation for federal approval prior to January 1, 2027.

28 3. a. The department and each area agency on aging shall  
29 collaborate in good faith to do all of the following:

30 (1) Determine the full fiscal impact of a proposed  
31 redesignation including but not limited to the costs related  
32 to all of the following:

33 (a) Transition.

34 (b) Administration.

35 (c) Information technology.

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- 1 (d) Property.
- 2 (e) Contract modifications.
- 3 (f) Personnel.
- 4 (g) The long-term finances of the state and each affected  
5 area agency on aging.
- 6 (2) Determine the effects of a proposed redesignation on all  
7 of the following:
- 8 (a) Service continuity.
- 9 (b) Client access.
- 10 (c) Provider networks.
- 11 (d) Rural service delivery.
- 12 (e) Wait lists.
- 13 (f) Consumer choice.
- 14 (g) Outcomes for older Iowans.
- 15 (3) Identify and recommend reasonable alternatives to  
16 redesignation and reasonable means to align aging services  
17 coordination with the geographic boundaries of health and  
18 human services districts in a manner that adequately achieves  
19 the state's policy objectives for the delivery of aging and  
20 disability services.
- 21 (4) Recommend the date by which a proposed planning  
22 and service area will be implemented as the result of a  
23 redesignation.
- 24 b. In completing the requirements under paragraph "a", the  
25 department and each area agency on aging shall do all of the  
26 following as applicable:
- 27 (1) Provide information and data to the department as  
28 determined necessary by the department.
- 29 (2) Engage with and receive input from relevant  
30 stakeholders including but not limited to service providers,  
31 consumer representatives, advocates for older Iowans, and  
32 representatives of rural and underserved communities.
- 33 c. No later than December 15, 2026, the department shall  
34 submit a report to the general assembly that details the  
35 results of the collaboration between the department and the

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1 area agencies on aging under paragraph "a". Stakeholders shall  
2 be provided a meaningful opportunity to review and provide  
3 comments on the report prior to the department submitting the  
4 report. A summary of the input from the stakeholder review and  
5 stakeholder comments shall be included in the report.>  
6 3. By renumbering as necessary.

By BERGAN of Winneshiek

H-8266 FILED MARCH 26, 2026

HOUSE FILE 2741

H-8269

- 1 Amend House File 2741 as follows:
- 2 1. Page 2, line 1, by striking <2025> and inserting <2026>
- 3 2. Page 2, line 10, by striking <2026> and inserting <2027>

By COOLING of Linn

H-8269 FILED MARCH 26, 2026

SENATE FILE 2231

H-8267

1 Amend Senate File 2231, as passed by the Senate, as follows:

2 1. Page 1, before line 1 by inserting:

3 <Section 1. Section 256.11, subsection 3, paragraph a,  
4 subparagraph (2), Code 2026, is amended to read as follows:

5 (2) Social studies. The social studies curriculum shall  
6 include instruction related to all of the following:

7 (a) The workings of the federal, state, and local levels of  
8 government.

9 (b) The rights and responsibilities of citizens of the  
10 United States and the state of Iowa.

11 (c) The history of the secular and religious ideals and  
12 institutions of liberty, including political, religious,  
13 economic, social, and cultural liberty, in western  
14 civilization, the United States, and the state of Iowa, which  
15 emphasizes the good, worthwhile, and best achievements of these  
16 ideals and institutions of liberty.

17 (d) Exemplary figures in western civilization, the United  
18 States, and the state of Iowa who have fought to secure  
19 liberty.

20 (e) The cultural heritage of western civilization, the  
21 United States, and the state of Iowa.

22 (f) The geography of the United States and the state of  
23 Iowa.

24 (g) The history and meaning of the United States flag and  
25 the national anthem.

26 (h) Admirable Americans, including Benjamin Franklin,  
27 George Washington, Frederick Douglass, Elizabeth Cady Stanton,  
28 and Abraham Lincoln.

29 Sec. \_\_\_\_\_. Section 256.11, subsection 3, Code 2026, is  
30 amended by adding the following new paragraph:

31 NEW PARAGRAPH. Oc. During grades five and six, the  
32 instruction provided as part of the social studies curriculum  
33 shall incorporate the study of documents that are important  
34 to the history of the United States, including all of the  
35 following:

- 1 (1) The Mayflower compact.
- 2 (2) Common Sense, written by Thomas Paine.
- 3 (3) The Declaration of Independence.
- 4 (4) The Articles of Confederation.
- 5 (5) The Pennsylvania Act for the gradual abolition of
- 6 slavery.
- 7 (6) The Virginia statute for religious freedom.
- 8 (7) The northwest ordinance.
- 9 (8) The Constitution of the United States.
- 10 (9) The federalist papers, including federalist number ten
- 11 and federalist number fifty-one.
- 12 (10) A transcript of George Washington's farewell address.
- 13 (11) Relevant excerpts from Democracy in America written by
- 14 Alexis de Tocqueville.
- 15 (12) A transcript of the first debate between Abraham
- 16 Lincoln and Stephen A. Douglas.
- 17 (13) The Emancipation Proclamation.
- 18 (14) The writings of the founding fathers.
- 19 Sec. \_\_\_\_ . Section 256.11, subsection 4, paragraph a,
- 20 subparagraph (2), Code 2026, is amended to read as follows:
- 21 (2) (a) Social studies, including instruction related
- 22 to civics. The social studies curriculum shall require at
- 23 least one semester of instruction, or the trimester or quarter
- 24 equivalent, in each of the following areas:
- 25 (i) Civics, which shall include instruction related to all
- 26 of the following:
- 27 (A) The intellectual sources of the United States' founding
- 28 documents.
- 29 (B) The political and military narrative of the causes and
- 30 progress of the American Revolution.
- 31 (C) The United States' founding documents and the original
- 32 intent of such documents.
- 33 (D) The Constitution of the United States, with emphasis on
- 34 the Bill of Rights, and the Constitution of the State of Iowa.
- 35 (E) The basic principles of the United States' republican

1 form of government.

2 (F) The historical development of the United States'  
3 republican form of government.

4 (G) The United States' republican form of government  
5 compared with different forms of government including  
6 dictatorship, monarchy, oligarchy, theocracy, communism, and  
7 autocracy.

8 (H) The structure, function, and processes of government  
9 institutions at the federal, state, and local levels.

10 (I) The civic virtues exemplified in the lives of famous  
11 Americans.

12 (ii) United States history, which shall include instruction  
13 related to all of the following:

14 (A) The study of and devotion to the United States'  
15 exceptional and praiseworthy history.

16 (B) The basic political, diplomatic, and military history  
17 of the United States, which shall include the period of  
18 discovery, early colonies, the War of Independence, the  
19 Civil War, the expansion of the United States to its present  
20 boundaries, World War I, World War II, the Cold War, the civil  
21 rights movement, and the period of time from the September 11  
22 attacks to the present day, which shall incorporate the study  
23 of primary source documents.

24 (C) The basic history of business and technology in the  
25 United States, which shall incorporate the study of primary  
26 source documents.

27 (D) The basic history of the religious and secular aspects  
28 of the United States' common culture, which shall incorporate  
29 the study of primary source documents.

30 (E) The concept that United States history shall be viewed  
31 as factual, not as constructed, shall be viewed as knowable,  
32 teachable, and testable, and shall be defined as the creation  
33 of a new nation based largely on the universal principles  
34 stated in the Declaration of Independence.

35 (iii) The history of western civilization, which shall

1 include instruction that constitutes an extended, coherent  
2 account of western civilization, from Athens, Jerusalem, and  
3 Rome to the present day, to understand the nature of the  
4 nation's ideals and institutions of liberty, how such ideals  
5 and institutions of liberty came into existence, and what  
6 actions the nation's forefathers took to preserve them.

7 (iv) Iowa history, to be taught during grade eight, which  
8 shall include instruction related to all of the following:

9 (A) The history of the founding of Iowa.

10 (B) The history of famous Iowans and their involvement in  
11 important events in history.

12 (C) How Iowans have impacted government, policies, issues,  
13 and procedures over the years.

14 (D) The history of the state motto, bird, tree, and rock.

15 (v) Economics, to be taught during grade eight. The  
16 economics instruction shall focus on the free enterprise system  
17 and its benefits. The economics curriculum shall include  
18 instruction related to the failures of economic systems of  
19 communist regimes and the difference between capitalist and  
20 communist economic systems.

21 (b) The social studies curriculum shall include instruction  
22 related to admirable Americans, including Benjamin Franklin,  
23 George Washington, Frederick Douglass, Elizabeth Cady Stanton,  
24 and Abraham Lincoln.

25 (c) The instruction provided as part of the social studies  
26 curriculum shall incorporate the study of documents that are  
27 important to the history of the United States, including all  
28 of the following:

29 (i) The Mayflower compact.

30 (ii) Common Sense, written by Thomas Paine.

31 (iii) The Declaration of Independence.

32 (iv) The Articles of Confederation.

33 (v) The Pennsylvania Act for the gradual abolition of  
34 slavery.

35 (vi) The Virginia statute for religious freedom.

- 1     (vii) The northwest ordinance.  
2     (viii) The Constitution of the United States.  
3     (ix) The federalist papers, including federalist number ten  
4 and federalist number fifty-one.  
5     (x) A transcript of George Washington's farewell address.  
6     (xi) Relevant excerpts from Democracy in America written by  
7 Alexis de Tocqueville.  
8     (xii) A transcript of the first debate between Abraham  
9 Lincoln and Stephen A. Douglas.  
10    (xiii) The Emancipation Proclamation.  
11    (xiv) The writings of the founding fathers.  
12    Sec. \_\_\_\_\_. Section 256.11, subsection 5, paragraph b, Code  
13 2026, is amended to read as follows:  
14    b. ~~Five units of the social studies including instruction~~  
15 ~~in voting statutes and procedures, voter registration~~  
16 ~~requirements, the use of paper ballots and voting systems in~~  
17 ~~the election process, and the method of acquiring and casting~~  
18 ~~an absentee ballot. All students shall complete a minimum of~~  
19 ~~one-half unit of United States government, and one unit of~~  
20 ~~civics, two units of United States history, and one unit of~~  
21 ~~western civilization. The social studies curriculum shall not~~  
22 ~~include any advanced placement course that requires action~~  
23 ~~civics. The social studies curriculum shall incorporate the~~  
24 ~~study of documents that are important to the history of the~~  
25 ~~United States, including the Mayflower compact; Common Sense,~~  
26 ~~written by Thomas Paine; the Declaration of Independence; the~~  
27 ~~Articles of Confederation; the Pennsylvania Act for the gradual~~  
28 ~~abolition of slavery; the Virginia statute for religious~~  
29 ~~freedom; the northwest ordinance; the Constitution of the~~  
30 ~~United States; the federalist papers, including federalist~~  
31 ~~number ten and federalist number fifty-one; a transcript of~~  
32 ~~George Washington's farewell address; relevant excerpts from~~  
33 ~~Democracy in America written by Alexis de Tocqueville; a~~  
34 ~~transcript of the first debate between Abraham Lincoln and~~  
35 ~~Stephen A. Douglas; the Emancipation Proclamation; and the~~

1 writings of the founding fathers.

2     (1) The one-half unit of United States government shall  
3 include the voting procedure as described in this lettered  
4 paragraph and section 280.9A and other instruction related  
5 to voting statutes and procedures, voter registration  
6 requirements, the use of paper ballots and voting systems in  
7 the election process, and the method of acquiring and casting  
8 an absentee ballot. The government instruction shall also  
9 include a study of the Constitution of the United States  
10 and the Bill of Rights contained in the Constitution and an  
11 assessment of a student's knowledge of the Constitution and the  
12 Bill of Rights.

13     (2) The one unit of civics shall not include any  
14 requirements related to political activism, service learning,  
15 civic engagement, action civics, or any cognate activity. The  
16 one unit of civics shall include instruction related to all of  
17 the following:

18     (a) The intellectual sources of the United States'  
19 founding documents, including documents that illustrate the  
20 Greek, Hebrew, and Roman exemplars of liberty and republican  
21 government; the Christian synthesis of Greek, Hebrew, and Roman  
22 thought that emphasized the equal dignity of all individual  
23 humans in the eyes of God; the medieval English inheritance  
24 of common law, jury, local self-government, liberty, and  
25 representative government; the early modern English inheritance  
26 of Christian liberty, republicanism, the militia, accountable  
27 government, mixed government, parliamentary sovereignty,  
28 freedom of the press, and the English bill of rights and  
29 toleration Act; the colonial American inheritance of Christian  
30 liberty, self-government, and local government; and the  
31 enlightenment theories of John Locke, Montesquieu, Adam Smith,  
32 and their contemporaries that universalized the European  
33 traditions of liberty.

34     (b) The political and military narrative of the causes and  
35 progress of the American revolution.

1     (c) The original intent of the documents described in  
2 unnumbered paragraph 1.

3     (d) The Constitution of the United States, with an emphasis  
4 on the Bill of Rights contained in the Constitution, and the  
5 Constitution of the State of Iowa.

6     (e) The basic principles of the United States' republican  
7 form of government and the institutions and principles to  
8 preserve liberty and prevent misuse of government power,  
9 including balance of power; consent of the governed; the  
10 electoral college; federalism and the division of powers  
11 between the federal government and the states; individual  
12 liberties; rights of life, liberty, and property; popular  
13 sovereignty; religious freedom; an educated citizenry;  
14 representative government; civilian control of the military;  
15 rule of law; control of faction; checks and balances; and  
16 separation of powers among the executive, the legislature, and  
17 the judiciary.

18     (f) The historical development of the United States'  
19 republican form of government, including the federalist and  
20 antifederalist debates; the rise and role of political parties;  
21 the rise of Jacksonian democracy; the expansion of the ideals  
22 and institutions of liberty and republican self-government  
23 to include all Americans, regardless of sex or race; the  
24 causes and the constitutional consequences of the Civil War;  
25 the thirteenth amendment, fourteenth amendment, fifteenth  
26 amendment, and the nineteenth amendment; the rise of the new  
27 deal administrative state; and United States Supreme Court  
28 cases, including Marbury v. Madison, McCulloch v. Maryland,  
29 Dred Scott v. Sandford, Pembina consolidated silver mining co.  
30 v. Pennsylvania, Plessy v. Ferguson, and Brown v. Board of  
31 Education.

32     (g) The United States' republican form of government  
33 compared with different forms of government including  
34 dictatorship, monarchy, oligarchy, theocracy, communism, and  
35 autocracy.

1     (h) The structure, function, and processes of governmental  
2 institutions at the federal, state, and local levels.

3     (i) Civic virtues exemplified in the lives of famous  
4 Americans, including George Washington, Benjamin Franklin,  
5 Alexander Hamilton, Abigail Adams, Thomas Jefferson, Andrew  
6 Jackson, Frederick Douglass, Susan B. Anthony, Abraham Lincoln,  
7 Ulysses S. Grant, Ely Parker, Thomas Edison, Andrew Carnegie,  
8 Walter Reed, Theodore Roosevelt, Charles Curtis, Will Rogers,  
9 Jim Thorpe, Jackie Robinson, George Marshall, Martin Luther  
10 King, Jr., Richard Feynman, Neil Armstrong, and Ronald Reagan.

11     (3) The two units of United States history shall include an  
12 assessment of the student's knowledge of important historical  
13 documents, including the Declaration of Independence,  
14 the Constitution of the United States, the Emancipation  
15 Proclamation, and excerpts from the federalist papers. One  
16 unit of United States history shall focus on the period  
17 of time beginning when the Mayflower landed on Cape Cod to  
18 the conclusion of the Civil War. The other unit of United  
19 States history shall focus on the period of time beginning  
20 at the conclusion of the Civil War to the present day, which  
21 unit shall include instruction related to the Holocaust and  
22 crimes against humanity that have occurred under communist  
23 regimes. The two units of United States history shall include  
24 significant material related to the War of Independence and  
25 the creation of the Constitution of the United States. The  
26 two units of United States history shall be designed to  
27 include significant biographical material related to exemplary  
28 Americans to provide both the nation's shared constitutional  
29 history and historical context. The two units of United  
30 States history shall include instruction related to all of the  
31 following:

32     (a) The United States' exceptional and praiseworthy  
33 history.

34     (b) The basic political, diplomatic, and military history  
35 of the United States, which shall include the period of

1 discovery, early colonies, the War of Independence, the  
2 Civil War, the expansion of the United States to its present  
3 boundaries, World War I, World War II, the Cold War, the civil  
4 rights movement, and the period of time from the September 11  
5 attacks to the present day, which shall incorporate the study  
6 of primary source documents.

7 (c) The basic history of business and technology in the  
8 United States, which shall incorporate the study of primary  
9 source documents.

10 (d) The basic history of the religious and secular aspects  
11 of the United States' common culture, which shall incorporate  
12 the study of primary source documents.

13 (e) The concept that United States history shall be viewed  
14 as factual, not as constructed, shall be viewed as knowable,  
15 teachable, and testable, and shall be defined as the creation  
16 of a new nation based largely on the universal principles  
17 stated in the Declaration of Independence.

18 (4) The one unit of western civilization shall include  
19 instruction related to all of the following:

20 (a) Western civilization's exceptional and praiseworthy  
21 history.

22 (b) The basic political outline of western civilization,  
23 which shall include the history of ancient Israel, the free  
24 Greek city states, the Roman republic, the Roman empire, the  
25 Carolingian empire, the medieval Papacy, medieval England,  
26 absolutist France, parliamentary England, the Napoleonic  
27 wars, World War I, World War II, the communist and fascist  
28 challenges to the European order, and the survival and triumph  
29 of political and economic liberty, which shall incorporate the  
30 study of primary source documents.

31 (c) The basic intellectual history of western civilization,  
32 which shall include its Greek, Hebrew, and Roman sources;  
33 the Christian synthesis of those Greek, Hebrew, and Roman  
34 sources that emphasized the equal dignity of all individual  
35 humans in the eyes of God; the renaissance rediscovery of

1 republican liberty; the reformation; the medieval and early  
2 modern English ideals and institutions of common law, jury,  
3 the militia, local self-government, political and religious  
4 liberty, representative government, accountable government,  
5 and parliamentary sovereignty; the scientific revolution;  
6 the enlightenment ideals of political and economic liberty;  
7 the nineteenth-century formulation of the scientific and  
8 humanist disciplines; the emergence of modern conservatism and  
9 liberalism; and the challenges to liberty of socialism and  
10 fascism, which shall incorporate the study of primary source  
11 documents.

12 (d) The basic history of science and technology in western  
13 civilization, which shall emphasize Europe's unique role as the  
14 matrix of the modern scientific and industrial world, which  
15 shall incorporate the study of primary source documents.

16 (e) The basic economic history of western civilization,  
17 which shall emphasize Europe's unique role as the matrix of  
18 modern mass prosperity, which emerged from the interplay  
19 of the ideals and institutions of economic liberty, secure  
20 property rights, entrepreneurial innovation, and the industrial  
21 revolution, which shall incorporate the study of primary source  
22 documents.

23 (f) The basic history of the religious and secular aspects  
24 of western civilization's cultures, which shall emphasize the  
25 protective aspects of liberty and incorporate the study of  
26 primary source documents.

27 (g) The basic history of the fruitful and enduring  
28 attachment of western civilization's free peoples to their  
29 nations and faiths, which shall incorporate the study of  
30 primary source documents.

31 (h) The concept that western civilization's history shall  
32 be viewed as factual, not as constructed, shall be viewed as  
33 knowable, teachable, and testable, and shall be defined as the  
34 creation of a civilization based largely on the ideals and  
35 institutions of liberty.>

1 2. Page 2, before line 10 by inserting:

2 <Sec. \_\_\_\_\_. Section 256E.7, subsection 2, paragraph h, Code  
3 2026, is amended by adding the following new subparagraph:

4 NEW SUBPARAGRAPH. (02) The educational standards of  
5 section 256.11 relating to social studies instruction for  
6 grades one through twelve.

7 Sec. \_\_\_\_\_. Section 256F.4, subsection 2, Code 2026, is  
8 amended by adding the following new paragraph:

9 NEW PARAGRAPH. 0g. Be subject to and comply with the  
10 requirements of section 256.11, subsections 3 and 4, and  
11 section 256.11, subsection 5, paragraph "b", relating to social  
12 studies instruction in the same manner as a school district.>

13 3. Page 4, before line 20 by inserting:

14 <Sec. \_\_\_\_\_. Section 262.9, Code 2026, is amended by adding  
15 the following new subsection:

16 NEW SUBSECTION. 43. Prohibit the institutions of higher  
17 education under its control from awarding students any semester  
18 hours of credit for courses that require action civics or  
19 political activism.>

20 4. Page 6, before line 32 by inserting:

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

32 Sec. \_\_\_\_\_. NO IMPACT ON GRADUATION REQUIREMENTS. The section  
33 of this Act amending section 256.11, subsection 5, paragraph  
34 "b", shall not affect the graduation requirements applicable  
35 to a student enrolled in grades nine through twelve as of the

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1 effective date of this Act.

2     Sec. \_\_\_\_\_. DEPARTMENT OF EDUCATION — DRAFT SOCIAL STUDIES  
3 STANDARDS. The department of education shall not use the  
4 draft social studies standards that the department adopted  
5 in 2025 pursuant to 2024 Iowa Acts, chapter 1159, for any  
6 instructional, curricular, assessment, accreditation,  
7 licensing, certification, professional development, or  
8 evaluative purpose.>

9     5. Title page, by striking lines 1 through 4 and inserting  
10 <An Act relating to education, including modifying provisions  
11 related to the social studies instruction provided to students  
12 enrolled in grades one through twelve, the educational  
13 programs provided by the institutions of higher education  
14 under the control of the state board of regents, eligibility  
15 and participation requirements for certain education programs,  
16 preschool programs, and tax provisions, and including  
17 retroactive applicability provisions.>

18     6. By renumbering as necessary.

By WHEELER of Sioux

[H-8267](#) FILED MARCH 26, 2026

SENATE FILE 2231

H-8268

1 Amend Senate File 2231, as passed by the Senate, as follows:  
2 1. Page 1, before line 1 by inserting:  
3 <Section 1. Section 256.9, Code 2026, is amended by adding  
4 the following new subsections:  
5 NEW SUBSECTION. 80. *a.* Annually distribute, both  
6 electronically and by regular mail, the most recent version of  
7 the United States department of education's guidance related to  
8 constitutionally protected prayer and religious expression in  
9 public elementary and secondary schools to all of the following  
10 individuals:  
11 (1) Each member of the board of directors of each school  
12 district.  
13 (2) Each member of the governing board of each charter  
14 school established pursuant to chapter 256E.  
15 (3) Each superintendent employed by each school district.  
16 (4) Each principal employed by each school district.  
17 (5) Each principal employed by each charter school  
18 established pursuant to chapter 256E.  
19 (6) Each principal employed by each charter school or  
20 innovation zone school established pursuant to chapter 256F.  
21 (7) Each teacher employed by each school district.  
22 (8) Each teacher employed by each charter school  
23 established pursuant to chapter 256E.  
24 (9) Each teacher employed by each charter school or  
25 innovation zone school established pursuant to chapter 256F.  
26 *b.* Publish on the department's internet site a link to  
27 the most recent version of the United States department of  
28 education's guidance related to constitutionally protected  
29 prayer and religious expression in public elementary and  
30 secondary schools.  
31 *c.* Develop and distribute to school districts, charter  
32 schools established pursuant to chapter 256E, and charter  
33 schools and innovation zone schools established pursuant to  
34 chapter 256F a professional development training program  
35 regarding constitutionally protected prayer and religious

1 expression in public elementary and secondary schools.

2 NEW SUBSECTION. 81. Develop and distribute to school  
3 districts, charter schools established pursuant to chapter  
4 256E, and charter schools and innovation zone schools  
5 established pursuant to chapter 256F a model policy that, if  
6 adopted by a school district, charter school, or innovation  
7 zone school, would satisfy the school district's, charter  
8 school's, or innovation zone school's responsibilities under  
9 section 279.89, subsection 4, paragraph "c", relating to  
10 the adoption of policies to ensure compliance with federal  
11 religious expression standards.>

12 2. Page 2, before line 10 by inserting:

13 <Sec. \_\_\_\_\_. Section 256E.7, subsection 2, Code 2026, is  
14 amended by adding the following new paragraph:

15 NEW PARAGRAPH. *Os.* Be subject to and comply with the  
16 requirements of section 279.89 relating to protected speech or  
17 expression in the same manner as a school district.

18 Sec. \_\_\_\_\_. Section 256F.4, subsection 2, Code 2026, is  
19 amended by adding the following new paragraph:

20 NEW PARAGRAPH. *Oq.* Be subject to and comply with the  
21 requirements of section 279.89 relating to protected speech or  
22 expression in the same manner as a school district.>

23 3. Page 4, before line 20 by inserting:

24 <Sec. \_\_\_\_\_. NEW SECTION. **279.89 Protected speech and**  
25 **expression — prohibitions — enforcement.**

26 1. A school district shall not discriminate against or  
27 penalize a student enrolled in the school district for doing  
28 any of the following:

29 *a.* Engaging in religious, political, or ideological speech  
30 in the same time, place, and manner, and to the same extent,  
31 that other similarly situated students are authorized to engage  
32 in speech at school.

33 *b.* Expressing a religious, political, or ideological  
34 viewpoint in the same time, place, and manner, and to the same  
35 extent, that other similarly situated students are authorized

1 to express views at school.

2 2. A school district shall allow a student who is enrolled  
3 in the school district to engage in protected speech or  
4 expression at school, which includes but is not limited to all  
5 of the following activities:

6 a. Expressing a religious, political, or ideological  
7 viewpoint on the topic or subject of discussion or study during  
8 class.

9 b. Expressing religious, political, or ideological  
10 viewpoints in a homework assignment, artwork, presentation, or  
11 other written or oral assignments, without being discriminated  
12 against or the imposition of an academic penalty based on the  
13 religious, political, or ideological content of the student's  
14 expressions; provided, however, that a school district shall  
15 assess a student's written and oral assignments using ordinary  
16 academic standards of substance and relevance and other  
17 legitimate pedagogical concerns identified by the school  
18 district.

19 c. Organizing religious, political, or ideological  
20 gatherings or clubs before, during, or after school to the same  
21 extent, and with the same access to school facilities, as the  
22 school district grants to other student-initiated gatherings  
23 and clubs.

24 d. Wearing clothing, accessories, and jewelry that display  
25 religious, political, or ideological messages or symbols in the  
26 same manner, and to the same extent, as the school district  
27 permits other students to wear clothing, accessories, and  
28 jewelry that display messages and symbols.

29 3. A school district shall not discriminate against a club  
30 organized by a student enrolled in the school district because  
31 of any of the following:

32 a. The religious, political, or ideological viewpoints  
33 expressed by the club.

34 b. The religious, political, or ideological viewpoints  
35 expressed by students who are members of the club.

1     *c.* Any requirement that the leaders or members of the club  
2 affirm or adhere to any particular beliefs, comply with the  
3 club's standards of conduct, or further the club's mission or  
4 purpose, as defined by the club.

5     4. Each school district shall do all of the following:

6     *a.* Annually notify each employee of the school district of  
7 the availability of the United States department of education's  
8 guidance related to constitutionally protected prayer and  
9 religious expression in public elementary and secondary  
10 schools.

11    *b.* Offer professional development opportunities to each  
12 employee of the school district regarding constitutionally  
13 protected prayer and religious expression in public elementary  
14 and secondary schools to ensure understanding and compliance.

15    *c.* (1) Adopt a policy that ensures the school district  
16 complies with federal religious expression standards.

17    (2) Annually certify to the department of education that the  
18 school district is in compliance with the policy described in  
19 subparagraph (1).

20    5. *a.* Any individual or club organized by a student  
21 alleging a violation of subsection 1, 2, 3, or 4 by a school  
22 district may bring a civil action for declaratory relief,  
23 injunctive relief, monetary damages, reasonable attorney fees,  
24 court costs, and any other appropriate relief against the  
25 school district.

26    *b.* A court shall assess a civil penalty of not less than  
27 five thousand dollars against a school district that fails  
28 to comply with subsection 1, 2, 3, or 4, in addition to any  
29 monetary damages awarded pursuant to paragraph "a". The  
30 civil penalty is payable to the prevailing individual or club  
31 organized by a student.

32    *c.* Any individual or club organized by a student aggrieved  
33 by a school district's violation of subsection 1, 2, 3, or  
34 4 may assert such violation as a defense or counterclaim in  
35 any disciplinary action, civil proceeding, or administrative

1 proceeding that is brought against the individual or club.

2 *d.* This subsection shall not be construed to limit any other  
3 remedies available to any individual or club organized by a  
4 student alleging a violation of subsection 1, 2, 3, or 4 by a  
5 school district.

6 *e.* A civil action brought under this subsection is barred  
7 unless the action is commenced not later than two years  
8 after the day the cause of action accrues. For purposes  
9 of calculating this limitations period, each day that the  
10 violation persists, including each day that a policy in  
11 violation of subsection 4, paragraph "c", remains in effect,  
12 shall constitute a new day that the cause of action has  
13 accrued.

14 6. *a.* This section constitutes a waiver of any sovereign  
15 immunity provided to school districts under the eleventh  
16 amendment to the Constitution of the United States.

17 *b.* A school district that violates subsection 1, 2, 3, or  
18 4 is not immune from suit or liability for such violation and  
19 consents to suit in federal court for any actions arising under  
20 this section.

21 7. This section shall not be construed to prevent a school  
22 district from prohibiting, limiting, or restricting any of the  
23 following:

24 *a.* Expression that is not protected under the first  
25 amendment to the Constitution of the United States, including  
26 true threats, obscenity, and expression that is directed to  
27 provoke imminent lawless actions and likely to produce such  
28 actions.

29 *b.* Expression that is unwelcome, and so severe, pervasive,  
30 and subjectively and objectively offensive, that the  
31 expression effectively denies a student access to educational  
32 opportunities or benefits provided by the school district.

33 *c.* Conduct that intentionally, materially, and substantially  
34 disrupts any of the following:

35 (1) The operations of the school district.

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1 (2) The expressive activity of another individual if that  
2 activity is occurring on school district property in an area  
3 reserved for that activity under the exclusive use or control  
4 of a particular student, group of students, or a club organized  
5 by a student.>

6 4. Title page, by striking lines 1 through 4 and inserting  
7 <An Act relating to education, including by modifying  
8 provisions related to the protected speech and expression  
9 rights of students, modifying provisions related to the duties  
10 of the department of education, and modifying eligibility and  
11 participation requirements for certain education programs,  
12 preschool programs, and tax provisions, providing civil  
13 penalties, and including retroactive applicability provisions.>

14 5. By renumbering as necessary.

By FETT of Warren

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