

Sec. 12. NEW SECTION. 729A.5 CIVIL REMEDIES.

A victim who has suffered physical, emotional, or financial harm as a result of a violation of this chapter due to the commission of a hate crime is entitled to and may bring an action for injunctive relief, general and special damages, reasonable attorneys fees, and costs.

An action brought pursuant to this section must be brought within two years after the date of the violation of this chapter.

In an action brought pursuant to this section, the burden of proof shall be the same as in other civil actions for similar relief.

This section does not apply to complaints or discriminatory or unfair practices under chapter 601A.

Sec. 13. Section 80.40, Code 1991, is repealed.

Approved April 28, 1992

CHAPTER 1158

EDUCATIONAL FAMILY SUPPORT PROGRAMS

S.F. 2167

AN ACT to establish a family support program, making teachers participating in the program eligible for receipt of funds under phase III of the educational excellence program, and providing effective dates.

Be It Enacted by the General Assembly of the State of Iowa:

Section 1. **LEGISLATIVE INTENT.** The general assembly finds that research in child development shows that the single most important factor in success in school and life is the involvement of parents in their children's education in order to meet the goal that every child in Iowa will be ready for school. It is the intent of the general assembly to ensure that all children are ready for school and that parents have the opportunity to learn about the developmental needs of young children and values which will benefit the children and society at large. These values include, but are not limited to, self-discipline, responsibility for oneself, hard work, kindness, honesty, respect for authority, and respect for the views of others. It is also the intent of the general assembly to provide access to appropriate health care from birth through age five.

Sec. 2. Section 256.7, Code Supplement 1991, is amended by adding the following new subsection:

NEW SUBSECTION. 22. Adopt rules to be effective by July 1, 1993, which set standards for approval of family support preservice and in-service training programs, offered by area education agencies and practitioner preparation institutions, and family support programs offered by or through local school districts.

Sec. 3. Section 256.9, Code Supplement 1991, is amended by adding the following new subsection:

NEW SUBSECTION. 46. Develop and provide by July 1, 1993, in-service and preservice training programs through the area education agencies and practitioner preparation institutions and guidelines for school districts for the establishment of family support programs. Guidelines developed shall describe barriers to learning and development which can affect children served by family support programs.

Sec. 4. NEW SECTION. 256A.4 FAMILY SUPPORT PROGRAMS.

1. The board of directors of each school district may develop and offer a program which provides outreach and incentives for the voluntary participation of expectant parents and parents of children in the period of life from birth through age five, who reside within district boundaries, in educational family support experiences designed to assist parents in learning about the physical, mental, and emotional development of their children. A district providing a family support program, which seeks additional funding under sections 294A.13 through 294A.16, shall meet the requirements of this section and the program shall be subject to approval by the department of education. A board may contract with another school district or public or private nonprofit agency for provision of the approved program or program site.

A family support program shall meet multicultural nonsexist guidelines. The program shall encourage parents to be aware of practices that may affect equitable development of children. The program shall include parents in the planning, implementation, and evaluation of the program. A program shall be designed to meet the needs of the residents of the participating district and may use unique approaches to provide for those needs. The goals of a family support program shall include, but are not limited to, the following:

- a. Family involvement as a key component of school improvement with an emphasis on communication and active family participation in family support programming.
- b. Family participation in the planning and decision-making process for the program and encouragement of long-term parental involvement in their children's education.
- c. Meeting the educational and developmental needs of expectant parents and parents of young children.
- d. Developmentally appropriate activities for children that include those skills necessary for adaptation to both the home and school environments.

2. The department of education shall develop guidelines for family support programs. Program components may include, but are not limited to, all of the following:

- a. Instruction, techniques, and materials designed to educate parents about the physical, mental, character, and emotional development of children.
- b. Instruction, techniques, and materials designed to enhance the skills of parents in assisting in their children's learning and development.
- c. Assistance to parents about learning experiences for both children and parents.
- d. Activities, such as developmental screenings, designed to detect children's physical, mental, emotional, or behavioral problems that may cause learning problems and referrals to appropriate agencies, authorities, or service providers.
- e. Activities and materials designed to encourage parents' and children's self-esteem and to enhance parenting skills and both parents' and children's appreciation of the benefits of education.
- f. Information on related community resources, programs, or activities.
- g. Role modeling and mentoring techniques for families of children who meet one or more of the criteria established for the definition of at-risk children by the child development coordinating council.

3. Family support programs shall be provided by family support program educators who have completed a minimum of thirty clock hours of an approved family support preservice or in-service training program and meet one of the following requirements:

- a. The family support program educator is licensed in elementary education, early childhood education, early childhood special education, home economics, or consumer and homemaking education, or is licensed or certified in occupational child care services and has demonstrated an ability to work with young children and their parents.
- b. The family support program educator has achieved child development associate recognition in early childhood education, has completed programming in child development and nursing, and has demonstrated an ability to work with young children and their parents.
- c. The family support program educator has completed sixty college credit hours and possesses two years of experience in a program working with young children and their parents.

d. The family support program educator possesses five years of experience in a program working with young children and their parents.

4. Each district shall maintain a separate account within the district budget for moneys allocated for family support programs. A district may receive moneys from state and federal sources, and may solicit funds from private sources, for deposit into the account.

5. A district shall coordinate a family support program with district special education and vocational education programs and with any related services or programs provided by other state, federal, or private nonprofit agencies.

Sec. 5. NEW SECTION. 256A.5 DISTRICT ADVISORY COMMITTEES.

The board of directors of a school district shall appoint an advisory committee for each family support program. The members shall include participating parents and members of the community which participates in the program, such as members of the district's local early childhood education committees and representatives of local businesses, service organizations, educators, head start educators, parents, private child care providers, county home extension economists, area education agencies, the school board, the community education advisory board, local social services organizations, the local board of health, public health care practitioners, maternal and child health care providers, and persons knowledgeable about developmentally appropriate learning and parent or family education programs. The committee shall be responsible for assessing current programs and services for expectant parents and parents of children who are less than six years of age. The committee shall also assist the board in developing, planning, and monitoring the program and shall submit any recommendations in a report to the board.

The child development coordinating council shall develop a resource directory of parent involvement programs to assist districts in planning family support programs.

Sec. 6. Section 294A.14, unnumbered paragraph 2, Code 1991, is amended to read as follows:

Notwithstanding the amount per pupil of the payments specified in this section, for the fiscal year beginning July 1, 1991, and each succeeding fiscal year, if a school district's or area education agency's approved phase III plan for a fiscal year contains a component that includes a performance-based pay plan which provides for salary increases for teachers who demonstrate superior performance in completing assigned duties or by participating in innovative education programs, including but not limited to family support programs, or comprehensive school transformation programs, the per pupil amount upon which the phase III moneys are based shall be increased by an amount equal to the product of the state percent of growth calculated under section 257.8 and the per pupil amount for the previous fiscal year.

Sec. 7. Section 4 of this Act takes effect July 1, 1993.

Approved April 28, 1992