

HF 2612 Implementation FAQs

[House File 2612](#) (HF 2612), signed into law on March 27, 2024, established increased teacher salary minimums effective July 1, 2024, modified educational and media services funding, and provided additional funds for education support personnel. The implementation FAQs, which includes questions from previous releases and new questions, are organized by the following topics: TSS Calculation, Use of TSS Funds, Teacher Experience, Teacher Eligibility and BEDS Data, Education Support Personnel Salary Supplement, and Special Education, Educational, and Media Services Funding.

TSS Calculation

1. Is the amount shown for the Teacher Salary Supplement (TSS) sent by the Department of Management (DOM) on April 2, 2024 the total amount for TSS? (4/30/2024)

Yes, this is the total estimated amount of TSS each district will receive for FY 2025. Final amounts will be calculated this summer.

2. Are employees who are less than a full-time FTE included in the calculation for reaching the minimums? (4/30/2024)

No, minimum salaries only apply to full-time teachers; thus, only full-time positions were included in the calculation.

Any teacher coded in the BEDS data with a contract status of "Part-Time" (FTE less than 0.8) was not included in the calculation.

3. Where is the additional amount of TSS the district will receive for FY 2025 located? (4/30/2024)

Look at Line 4.22 or Line 5.5 of the FY 2024 Aid and Levy. Compare that amount to the amount shown in the "Preliminary Teacher Salary Supplement District Cost Total" column (highlighted in yellow) of the document shared on April 2, 2024 by the Department of Management.

4. Will districts be able to request additional funds if they do not have enough TSS to cover the minimum salary increases? (4/30/2024)

No. FY 2025 calculations are based on Fall 2023 BEDS data previously attested to by the district.

5. Will there be an adjustment for any new teachers hired for the 2024-2025 school year to get them to the minimum salary? (4/30/2024)

No. Estimates were calculated based on the prior year's data provided by school districts. Teacher retirements, years of experience of new teachers, and many other staffing decisions cannot be predicted.

6. Do the per pupil amounts cover both FY 2025 and FY 2026 salary minimums? (4/30/2024)

No. FY 2025 TSS per pupil amounts only address the additional funds needed to implement a minimum salary of \$47,500, and \$60,000 for teachers with 12 years of experience.

7. How were the tiers established and what about the \$22 million for compaction? (4/30/2024)

Districts were placed into tiers based on enrollment, and an average cost to reach the tiers was generated.

For some districts, the average cost resulted in more funding than needed to reach the minimums. Those funds may be used to address compaction.

Other districts still had a funding gap. To avoid an unfunded mandate, DOM provided additional funds for those districts to reach the minimums.

There were 189 districts receiving funding beyond their cost to reach the minimums at a cost of \$22.35 million dollars.

Districts retain several options for addressing pay compaction, including flexibility in professional development (PD), talented and gifted (TAG), and teacher leadership and compensation (TLC) categoricals as well as their 60% of media (\$19.9M) and educational services (\$22M) funding.

The bill also allows for a reduction in the wait period for Bona Fide retirements for teachers for purposes of IPERS. This could expedite re-employment timeframes for retired teachers.

8. Will additional funds be paid in FY 2026 for new teachers hired in 2024-2025? (8/16/2024)

Districts will receive the difference between the salary shown in the 2024 Fall BEDS Staff collection and the new minimum of \$50,000 for the 2025-2026 school year.

9. Does the spreadsheet only generate a dollar amount from the state going to the district or will it also be used for accountability? (8/16/2024)

If there is a full-time teacher in the 2024 Fall BEDS Staff collection who is not making the minimum, they will be excluded from the calculation of need to get from \$47,500 to \$50,000. Districts will not receive the differential for the minimum salary for full-time teachers if the BEDS data for Fall 2024 does not meet the minimum \$47,500.

10. Will TSS follow students open enrolling out and students attending charter schools? (8/16/2024)

The enactment of HF 2612 did not impact which funds follow open enrolled and charter school students. TSS funds remain with the resident district.

Use of TSS Funds

11. Will there be two separate TSS pots of money or is it all just being lumped together? (4/30/2024)

No. There is one allocation for TSS (Source/Project 3204) and it is used to raise the minimums as well as other permitted TSS uses.

12. This increase is only to be used to raise the salary of first year teachers to \$47,500 and \$60,000 for those with 12 years of experience. Is that a correct statement or can it be used for any teacher's salary TSS amount? (4/30/2024)

After raising teacher salaries to the new minimums, any remaining TSS money can be used for teacher salaries as the district sees fit.

13. Are TSS funds allowed to be carried forward? Is the carry forward limited to 5%? (4/30/2024)

Yes, TSS funds may be carried forward.

The five percent limitation was only in place for FY 2022 carryforward amounts. [Iowa Administrative Code r. 281-98.24\(1\)](#) requires TSS funding be fully expended each year.

It is permissible to carry forward a small amount if it would not be cost effective to reallocate the funds in the current year. Any carryforward amount should be planned to be spent the following year with the new allocation.

14. Are all teachers required to have a portion of their salary paid from TSS funds? (4/30/2024)

No. School districts may choose to maximize the use of other funding sources to fund the single salary system, pursuant to [Iowa Code section 284.3A](#). The negotiation process to determine final salaries is a process separate from identifying the funding source(s) that will pay for each teacher's salary. For example, the salary of a TAG teacher may be fully funded by TAG funds and not include any funding from TSS.

[Iowa Administrative Code r. 281-98.24\(1\)](#) limits the use of TSS funding to additional salary for teachers, including amounts necessary for the district to comply with statutory teacher salary minimums. [Iowa Administrative Code r. 281-98.24\(3\)](#) gives deference to local school board decisions regarding distribution methodology.

School districts are encouraged to be mindful when using funding sources that could potentially create or increase a tax burden on local taxpayers (e.g., special education funding) in place of TSS funding.

15. Is current teacher leadership money used in the calculations for the current amount of salary a person receives? (4/30/2024)

TLC funds were used in the calculations to determine minimums. Many districts used TLC funds to cover 100% of a teacher's salary. Removing TLC money from the calculation would have been a misrepresentation of the funds used for teacher salaries.

Schools retain the following categoricals that can be used for teacher salaries:

- TLC: \$43M unused
- TAG: \$27M unused
- PD: \$29M unused

16. Should extra contract days be included in meeting the minimum salary amounts or considered in addition to the minimum salary amount? (8/16/2024)

Districts determine which contract days are covered by the minimum salary requirements.

17. Does state law require districts to set the base salary in a salary schedule at the new minimums of \$47,500 and \$60,000? Alternatively, can a district keep its salary schedule where it is while moving staff to the state minimum? (8/16/2024)

Either approach is appropriate as long as the teacher salary minimums are met.

Teacher Experience

18. How is total experience determined? (4/30/2024)

Total experience was defined as it was reported by the district when submitting BEDS information.

19. Years of experience were reported incorrectly due to incorrect folder number – can this be corrected? (4/30/2024)

No. Previously attested to data will not be reopened.

20. What type of teaching experiences should be counted when determining years of experience? (4/30/2024)

Examples of the types of teaching experience are provided below.

- Licensed full-time in a public school in Iowa
- Licensed full-time in an Iowa AEA
- Licensed full-time in an accredited nonpublic school in Iowa
- Licensed full-time out of state in an accredited school

- Licensed full-time for the Department of Defense Education Activity (DoDEA)
- Licensed full-time for the Bureau of Indian Education (BIE)

21. Should non-teaching experience (e.g., experience as a paraeducator) be included in teaching experience? (4/30/2024)

No. Only teaching experience should be included when determining the requirements for minimum teacher salary.

22. Should non-teaching experience (e.g., experience as a paraeducator) be included in teaching experience if the person was a licensed teacher? (4/30/2024)

No. Only teaching experience should be included when determining the requirements for minimum teacher salary.

23. Are teachers completing their 12th year in the 2023-2024 school year entitled to the \$60,000 salary minimum? (4/30/2024)

Yes, teachers that have completed their 12th year during the 2023-2024 school year are required to be paid the minimum of \$60,000 for the 2024-2025 school year. These teachers would have been reported on Fall 2023 BEDS as having 11 years of experience.

24. Currently, a teacher has 11½ years of experience after the 2023-2024 school year. They will have 12 years of experience in January 2025. Are there any provisions in state law for the 12-year teacher minimum salary to start mid-year? (8/16/2024)

Districts are not required by state law to meet the \$60,000 minimum salary until the teacher meets or surpasses the 12-year teacher minimum experience.

25. In the 2024-2025 school year, are all teachers with less than 12 years of experience eligible for the \$47,500 minimum salary or just new teachers? (4/30/2024)

All full-time teachers with less than 12 years of experience as of July 1, 2024 should have a salary of at least \$47,500 in the 2024-2025 school year.

26. How are years of experience counted for retired teachers? (8/16/2024)

Years of experience are counted the same for all active teachers. This includes those that are Bona Fide IPERS retirees who are returning to the workforce.

27. Does the shortened Bona Fide retirement period impact the \$50,000 annual earnings limit? (8/16/2024)

No. By law, IPERS members who return to work in an IPERS-covered position for an IPERS-covered employer after any period of separation may not earn more than \$50,000 per calendar year. Retirees who exceed this earnings limit will be required to repay a portion of their retirement benefit. Additional information is available on the IPERS-Returning to Work as a Licensed Teacher webpage.

28. If a teacher agrees to a salary lower than the required teacher salary minimum for that teacher based on years of experience, can the district issue the contract at the lower salary? (8/16/2024)

No. Districts must abide by state law and issue all teacher contracts for the required minimum teacher salary based on years of experience.

29. Does pre-K count toward teacher experience years with regard to defining the minimum teacher salary? (8/16/2024)

If the individual held an appropriate teaching license for a full-time pre-K teaching position and the teaching license was required for that service, then the years of service count.

Teacher Eligibility and BEDS Data

30. Are school districts reporting salary data in the Basic Educational Data Survey (BEDS) the same way? (8/16/2024)

All school districts are provided identical instructions on how to report salary data in BEDS.

31. What BEDS fields are used to determine if the teacher is full-time? (4/30/2024)

- Contract days greater than or equal to 165 days
- Minimum base salary of at least \$33,500
- Licensed contract status as “Full-Time”
- Full-Time teachers have a total FTE in a licensed position of greater than or equal to 0.8

32. What fields in BEDS were used to determine the starting salary? (4/30/2024)

The regular salary and teacher leader salary fields were used as the base for determining the remaining need for each district to meet the required minimums. Regular salary is the portion of salary that is paid for direct position responsibilities, including teacher leader salary, teacher salary supplement, and professional development. Examples of salary paid that would not be included in the base salary amount (i.e., regular salary amount reported in BEDS) includes retention payments, cash in lieu of benefits, or amounts paid on behalf of the employee to a 403(b) plan, which are examples of amounts reported as extra compensation.

Base pay includes the amount of gross salary/wages paid for normal work duties, before deductions, including the amount paid from TSS funds. Note: If the import feature was used in Fall BEDS, these values were reported separately but added together.

33. A salary entry error was identified in Fall 2023 BEDS. Is there an opportunity to correct this amount? (4/30/2024)

No. Previously attested to data will not be reopened.

34. An incorrect position code was entered for a teacher. Is there an opportunity for this adjustment to be made? (4/30/2024)

No. Previously attested to data will not be reopened.

35. A Total Experience error was identified in Fall 2023 BEDS data. Is there an opportunity to correct this amount? (4/30/2024)

No. Previously attested to data will not be reopened.

Ensure Fall 2024 data is accurate and updated if needed. If appropriate, an internal adjustment to the district's FY 2026 per pupil amounts due to the years of experience being reported incorrectly by the district will be made.

36. If in Fall 2023 a school district had an open position that hadn't yet been filled, the money would not be reflected in BEDS. Will there be a way to work with DOM and correct the Fall 2023 BEDS data if there were inaccuracies? (8/16/2024)

No. However, there is a Fall 2024 collection where districts may enter new staff.

37. If a reporting mistake was made regarding total experience and the district is not receiving the funding from the state, is the district obligated to pay the teacher minimums without the extra funding from the state? (4/30/2024)

Yes. The minimum salary for the 2024-2025 school year is \$47,500 for full-time teachers and \$60,000 for full-time teachers with 12 years of experience.

38. Were counselors and nurses included in the calculation of reaching the minimum salary requirements? (8/16/2024)

Full-time employees with teaching licenses who hold a professional school counselor endorsement, nursing endorsement, or similar endorsement (e.g., teacher librarian) are included in the minimum salary requirement.

39. Are Home School Assistant Teachers included in the estimates? (4/30/2024)

Yes, if they were coded as a full-time teacher then they were included in the estimates.

40. Are part-time teachers entitled to a prorated amount of the minimum salaries established? (4/30/2024)

The law does not address a minimum salary for part-time teachers. Part-time teacher salaries are a local school board decision.

41. Why did the estimates not include teachers reported in the Fall 2023 BEDS data as having completed their 11th year who made less than the \$60,000? (4/30/2024)

This adjustment was specified in [Senate File 2443](#). Upon the Governor's signature, the district's per pupil allocation for FY 2025 will be updated to include these teachers in the allocation. The adjustment will be made to final TSS amounts calculated this summer.

Education Support Personnel Salary Supplement

42. What about the \$14.0 million for hourly wages? Is this included in the TSS amounts? (4/30/2024)

[Senate File 2443](#) (Standings Bill) appropriated \$14.0 million to supplement education support personnel compensation. This amount is not included in TSS.

If the district completes the required data collection, the additional funding will be distributed on a per pupil basis.

43. What data collection is required to be completed to receive the district's portion of the \$14 million education support personnel salary supplement (ESPSS)? (8/16/2024)

An expedited data collection form was sent by the Department of Education (Department) to all superintendents. The form included the hourly staff position types, number of hourly staff, and average hourly wage. The data requirement, including employee-level data, will be a part of the Fall 2024 Fall BEDS Staff collection.

44. Will the district receive spending authority for ESPSS funding? (8/16/2024)

Yes. The Department issued warrants on July 5, 2024 for each district's entire ESPSS allocation. The Department will include this amount as miscellaneous income at the end of FY 2025, thereby assigning additional spending authority for the same amount.

45. How is the ESPSS funding coded? (7/11/2024)

ESPSS funding is receipted to Source 3111, same as other state aid funds. A project code is not required to use the funds.

46. Is every support personnel required to receive an equal amount or percent of the district's ESPSS funding? (7/11/2024)

No. Districts determine how to use the funds to supplement personnel wages.

47. How should the use of ESPSS funds be coded? (7/11/2024)

The district has flexibility to code the expenditure where appropriate.

- a. *Regular wages* (i.e., IPERS covered wages) – Use the employee's normal salary account code combination.
- b. *Additional wages* (e.g., recruitment payment, retention payment, or other incentive) – Required dimensions include Fund XX, Function XXXX, and Object 1X0.

48. Do districts have to spend the money received for ESPSS in FY 2025 or can it be used in a subsequent fiscal year? (7/11/2024)

It is expected the funds will be fully expended in FY 2025.

Special Education, Educational, and Media Services Funding

49. Is there a timeline for AEAs to share with districts the costs for services the AEA will provide? (8/16/2024)

By January 1 of each year, the AEA shall provide “a detailed description of the educational services, special education programs and services, professional development services, and media services...and the cost associated with purchasing such programs and services.” The provisions of this subsection are effective July 1, 2024. House File 2612, § 6 (adding Iowa Code 273.2(13)).

50. Can AEAs refuse a request from a school district for service if available money from a school district will not cover the cost of a service? (8/16/2024)

The AEA shall furnish educational services to pupil school districts and accredited nonpublic schools “which request to receive such services.” House File 2612, § 5 (amending Iowa Code 273.2(3)(a)).

The AEA “shall charge reasonable costs that are consistent with current market rates for educational services, special education services, professional development services, and media services.” House File 2612, § 6 (adding Iowa Code 273.2(12)).

“The contract between the school district and the area education agency shall not require the school district to describe the specific special education support services the school district will receive from the area education agency. The special education services provided by the area education agency to the school district pursuant to the contract shall not be limited by the amount of funding the school district provided to the area education agency.” House File 2612, § 27 (amending Iowa Code 257.10(7)).

51. May an AEA provide services to a school district outside of its service region? (8/16/2024)

Yes, if requested, an AEA may provide services to schools within the boundaries of a contiguous AEA. Additionally, if requested, an AEA may also provide services to schools in a school district that shares a superintendent with another school district that receives services from the AEA.

Special Education Support Services Funding

Please also review the [Distribution and Use of State and Federal Special Education Allocations Beginning July 1, 2025](#) on the Department's [HF2612 Implementation](#) webpage, as well as the [Chart of Allowable Special Education Costs](#). (3/3/2025)

52. Are there changes to AEA responsibilities regarding Early Access and Child Find? (8/16/2024)

No. The referenced services were not modified through HF 2612.

53. Do speech/occupational therapy/physical therapy-only individualized education plans (IEPs) fall under special education, or is that another area of AEA support services? (8/16/2024)

Services written into a student's IEP fall under special education. By rule, "support services only" IEPs are special education pursuant to [Iowa Administrative Code r. 281-41.326\(2\)](#).

54. Can the 10 percent special education funding be used for hiring paraeducators, teacher salaries, and any special education expense? Can it also be used for special education administration expenses? (8/16/2024)

Beginning in FY 2026, the school district may use the 10 percent "retained" special education funding for any special education support service. A school district may use these funds for any purpose that would be permissible for an AEA.

55. Will the Department provide general supervision of special education? (8/16/2024)

Yes. While compliance and improvement are the shared responsibility of all educators, the Department has the statutory authority and statewide responsibility for general supervision and enforcement of special education law.

56. If districts choose to use a neighboring AEA for special education services (Part B or Part C), do they have use that AEA for all services (Part B and Part C)? (8/28/2024)

IDEA services provided by an AEA to a district which selects to receive IDEA services from a contiguous AEA shall include both Early ACCESS (Part C) and PK-21 Special Education (Part B) services, consistent with federal requirements (34 CFT 303.344(h) and 300.124) to establish a "smooth transition" between Part C and Part B. This is also consistent with Part C and B federal Child Find requirements and state requirements regarding the continuity of services ([Iowa Administrative Code r. 281-120.34\(4\)](#)).

57. How will school districts code the ninety percent of special education support services funds that are required to be paid to an AEA pursuant to a contract for special education support services beginning in FY26? (3/3/2025)

Districts will code the ninety percent of special education support services funds as flow through, similar to prior practice for AEA flow through funding. Districts will code the funds to Source/Project 3214. The amount required to be paid to the AEA will be coded to Function 6100, Project 3214, Object 961.

58. How will AEAs code the ninety percent of special education support services funds that will be paid to AEAs from districts beginning in FY26? (3/3/2025)

AEAs will code the ninety percent of special education support services funds that are paid automatically by districts as a combination of property tax (Source 1111) and state aid (Source 3111) with Facility 2XXX. The specific amounts will be available on the Department's [State Payment Information](#) webpage.

59. Where can districts and AEAs find the amounts of special education support services funding for FY26? (3/3/2025)

The funding breakdown is calculated by the Department of Management (DOM) and will be available on DOM's [School Resources](#) webpage when the amounts are finalized.

60. How often must a district pay the AEA for the ninety percent of special education support services funds beginning in FY26? (3/3/2025)

The contract between the school district and the AEA should specify how the transfer of funds will be completed and that funds will be automatically transferred in ten monthly payments from the district to the AEA, similar to the state aid payment schedule of the Department of Management.

61. Does the school board have to approve *each* payment to the AEA for the ninety percent of special education support services funds paid beginning in FY26, or can it take action once to approve the payments for the year? (3/3/2025)

The school board may take action once to approve the annual payment schedule to the AEA for the special education support services contract if the contract includes the payment schedule. For example, the payment schedule may reference a day after the regularly scheduled state payments each month or some other identifiable timeframe.

62. Does the AEA restrict the amount of special education support services funds equal to the ninety percent that is paid by each district for costs related to providing such services to just that district, or is the total amount of funding received from all districts contracting with the AEA pooled to provide special education support services to all? (3/3/2025)

Special education support services funding received by the AEA from school districts contracting for these services are pooled by each AEA to fund special education support services programming for all districts contracting with the AEA.

63. How will a district know which services are being provided pursuant to the contract for special education support services? (3/3/2025)

AEAs are required to provide each district it serves with a quarterly report that includes the items below.

- A monetary accounting of payments that the area education agency received from the school district, including payments under section 275.35.
- A description of all of the following:
 - The special education services provided by the AEA to the school district.
 - The services provided by the AEA under Part C of the federal Individuals with Disabilities Education Act.
 - The services provided by the AEA that are related to child find process for special education.
 - The services provided by the AEA to accredited nonpublic schools and charter schools located within the district.

64. How will districts account code for the ten percent retained portion of special education support services funds beginning FY26? (3/3/2025)

Districts will code the ten percent retained portion of special education support services funds revenue to Program 260, Source/Project 3306. Expenditures will be coded to Program 260, Project 3306. If a balance remains, a restricted fund balance (Program 260, Project 3306, Account 729) will be created.

65. How are special education support services defined? (3/3/2025)

Special education support services are defined in [Iowa Administrative Code r. 281-41.409](#) and include specially designed instruction and activities that augment, supplement or support the educational program of eligible individuals. These services include special education consultant services, educational strategist services, audiology, occupational therapy, physical therapy, school psychology, school social work services, special education nursing services, and speech-language services. Support services may be provided by the AEA or may be provided by contractual agreement, subject to the approval of the board, by another qualified agency.

66. What are some examples of special education support services costs? (3/3/2025)

Examples of special education support services costs include expenditures incurred for a special education program director (full-time or prorated), school social worker, school nurse, or school psychologist. The amount charged to special education support services should be based on the portion of time the staff member spends providing services required pursuant to an IEP.

67. What are the appropriate district uses of the ten percent retained portion of special education support services funds beginning FY26? (3/3/2025)

A district may use support special education services funds to provide special education support services or direct instructional services to eligible students pursuant to an IEP. Allowable uses of funds are available on the Department's HF2612 Implementation webpage in a resource titled: [Distribution and Use of State and Federal Special Education Allocations Beginning July 1, 2025](#). Please note comprehensive Child Find is the sole statutory responsibility of the AEA.

68. Beginning FY26, can the ten percent retained special education support services funding be used to pay for teachers and paraeducators? (3/3/2025)

Special education support services funding can be used for any purpose to implement an IEP with fidelity.

69. Can districts claim indirect costs (e.g., business services) against the special education support services funding retained by districts for portions of time. (3/3/2025)

No.

70. Beginning FY26, are districts required to spend the ten percent retained portion of special education support services funding received annually? (3/3/2025)

Districts are not required to spend the full allocation of the ten percent retained portion annually. If the district experiences a deficit special education balance, a balance should not remain in the retained portion of special education support services balance. Excess positive balances may be subject to reversion.

71. Will the ten percent of special education support services funds retained by districts be factored in the district's calculation to determine if an excess positive balance is experienced and if a reversion is required? (3/3/2025)

Yes. Positive balances carried forward by school districts, including the ten percent of special education support services funds under Iowa Code section 257.10(7), will be addressed by Iowa Code section 257.31(14)"a" governing special education balances in excess of ten percent.

72. Beginning FY26, how will AEA excess special education support services balances be calculated? (3/3/2025)

Currently, excess balance is any special education support services balance in excess of ten percent of total special education support services expenditures. The [Distribution and Use of State and Federal Special Education Allocations Beginning July 1, 2025](#) document states that the excess balance will only be calculated on the ninety percent AEAs will receive from districts, plus any carryforward balance. [Iowa Code section 257.36](#) grants authority to the Department of Education to direct the Department of Management to reduce district budgets (i.e., revert funds) by the excess balance amount in the year following the excess balances were incurred. [Iowa Administrative Code r. 289-6.10](#) requires the SBRC to review the recommended reversion calculated by the Department of Education and to make a recommendation to the Department regarding final amounts to be reverted.

Educational Services and Media Services Funding

73. What are the appropriate district uses of educational services and media services funding? (8/16/2024)

Educational services and media services funding may be used for any General Fund purpose.

74. If districts choose to use a neighboring AEA for educational services and media services, do they have to use that AEA for all services? (8/16/2024)

No. HF 2612 does not require an all-or-nothing choice.

75. How are educational services and media services funding coded? (8/16/2024)

Educational services and media services funding is receipted to Source 1111, same as other local property taxes received. A project code is not required to use this funding.

76. Can a district carry a balance of educational services or media services funding? (8/16/2024)

Any unexpended, unobligated educational services or media services funding is not differentiated from other unexpended, unobligated funds.

77. Do AEAs need to continue using Facilities 3XXX and 4XXX for media and educational services? (3/3/2025)

AEAs may, but are not required to, use Facilities 3XXX and 4XXX for media and educational services. AEAs may use an AEA assigned project code (8XXX or 9XXX) if locally opting to track.

78. Will AEAs report a restricted fund balance of media and educational services? (3/3/2025)

AEAs should spend any FY25 carryforward restricted fund balance of media and educational services. Beginning in FY26, the AEA may choose whether or not to continue using Facilities 3XXX and 4XXX.

Revenue received by the AEA for services provided for a fee will use Source 1958.

79. How will educational and media services be provided to students attending nonpublic schools and funded in school year 2024-2025? (8/16/2024)

AEAs will continue to provide educational and media services using the educational and media services funds appropriated to the AEAs by the state.

80. How do newly accredited nonpublic schools and newly authorized charter schools access educational and media services? (8/28/2024)

Newly accredited nonpublic schools and newly authorized charter schools do not generate educational and media services funds in their first year and, thus, must enter into independent agreements with AEAs if they choose to access educational and media services in their first year.

Questions

Additional questions can be directed to the resources below.

Topic	Name	Email	Phone
DOM TSS Calculation	John Parker	john.parker@iowa.gov	515-281-8485
Appropriate Uses of TSS or ESPSS Funds	Song Luong Jina Brincks	song.luong1@iowa.gov jina.brincks@iowa.gov	515-205-0259 515-313-5942
Teacher Experience and Teacher Eligibility	Jay Pennington	jay.pennington@iowa.gov	515-326-1017
BEDS and ESPSS Data	Shelly Neese Wolterman	shelly.neese@iowa.gov	515-336-3859
School Finance	Kassandra Cline	kassandra.cline@iowa.gov	515-326-2242

Also find contact information for the Department's [Regional Special Education Directors](#) and [School Improvement Consultants](#) in each of the nine regions.