

## Summary of Department Bills

**Iowa College Aid, Reporting Requirements (SSB3048, HF2153):** Remove reporting requirements that are inconsistently referenced throughout Iowa Code Section 256, and consolidate reporting requirements so that the Iowa College Aid Annual Report includes key program indicators for all state-funded financial aid programs.

**Commission on Educator Leadership, Report (SSB3047, HF2152):** Remove the requirement that the Department submit a report on behalf of the commission. This proposal does not seek to eliminate the commission. Due to changes stemming from House File 68 (2023 session) in the underlying educator leadership program intended to provide districts with greater flexibility in the use of teacher leader funds, districts are no longer required to submit a framework and receive department approval in order to receive funding under Iowa Code section 284.15.

**Community College Reports, Workforce Training and Economic Development (SSB3046, HSB565):** Technical correction to reflect actual practice for the annual plan required under the Workforce Training and Economic Development Fund. This would collapse two separate reports into a single report that will provide program data/information from the prior fiscal year and the planned use of funds for the upcoming fiscal year.

**Board of Educational Examiners, Investigations (SSB3041, HF2151):** Integrate the House File 430 (2023 session) investigative procedures for non-licensed school employees with Board of Educational Examiners investigative process for licensed practitioners. Integrating the processes will create efficiencies by utilizing existing BOEE investigative procedures. The investigative functions are most appropriately assigned to the BOEE, and these modifications clearly denote those assignments in statute to avoid unnecessary confusion amongst policymakers and education stakeholders.

**Adoption of State Academic Standards (SSB3045, HSB571):** Align statutory process for adoption of the Iowa academic standards with current practice. The standards process reflects several aspects of the rules notice/adoption process (e.g., opportunities for public comment, formal SBE action prior to implementation) but the final standards are not incorporated into IAC.

**Therapeutic Classroom Transportation Claims (SSB3044, HSB520):** Allow the Department to retain and repurpose unspent transportation funds to support additional therapeutic classroom grants.

**Board of Education Examiners Investigations, Confidentiality (SSB3043, HSB567):** Allow for disclosure of criminal findings uncovered during an investigation to law enforcement. Similar to other licensing agencies, allowing the Board of Educational Examiners to disclose criminal findings uncovered as part of an investigation of an ethical violation to the proper legal authorities, while ensuring that the protected information remains confidential in response to

public information requests. This would include the investigation of non-licensed school staff under HF430.

**Licensed Practitioners, Inappropriate Relationships (SSB3042, HSB568):** Allow the BOEE to charge individuals with one or more specific acts of inappropriate relations with a student including a romantic/physical relations, an otherwise inappropriate relations, and/or demonstrating grooming behaviors toward a student(s). Adds abuse of a student as an ethical violation that a district would be required to report to the BOEE.

**Complaints against Licensed Practitioners, Limitations (SSB3050, HSB564):** Allow individuals to file a complaint if the victim was the subject of an inappropriate relationship while a minor even if the event occurred more than 3 years prior to the reporting. Under current statute, if a minor is a victim of an inappropriate relationship, the statute of limitations allows for the individual to only file a complaint with the BOEE up to three years after the violation.

**Transitional Coaching License, Shortened Course (SSB3049, HF2150):** Eliminate the shortened course of training relating to the code of professional rights and responsibilities, practices, and ethics. This course requires the participant to complete an online (15 contact hour) course and secure verification of course completion, which delays the issuance of the transitional coaching licensure to allow the individual to coach. The short course has overlapping content that will be repeated when completing the standard coaching authorization coursework