



STATE OF IOWA

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DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

DATE: July 16, 2012

TO: Education Stakeholders

FROM: Jason E. Glass, Director – Iowa Department of Education

SUBJECT: 2012 Legislative Session – Statutory Changes Affecting Schools

The Iowa Department of Education is offering this summary of the concluded 2012 legislative session and changes to statutes that impact educational policy in our state. This information will hopefully be helpful to you as you plan toward the upcoming school year and beyond. Every change comes with the potential for opportunity, and it is my hope that these enacted laws will enhance the vitally important education that our students receive in the coming year.

We are in the midst of a major conversation in Iowa regarding the future of the state's education system. It is clear that Iowans care deeply about their schools and have a wide variety of opinions on how to best deliver educational services. That discussion will continue on August 3 at the Iowa Teacher and Principal Leadership Symposium at Drake University. Talented educators work hard to make a difference in the lives of young people every day in our state. This great work is worthy of our respect. Still, much remains to be done to build on Iowa's tradition of quality education. Both the challenge of the global economy and the moral purpose that underlies our work require that we constantly consider how we can better serve Iowa's young people and prepare them for the world ahead.

This guidance letter is lengthier than in previous years due to the number of legislative changes enacted this past session. While we explain some time sensitive and critical points here, some areas will require further and more detailed guidance. Places where further guidance is forthcoming are noted. Do note hyperlinks to the exact statutory language at the beginning of each section.

I continue to look forward to working with you in a positive spirit of collaboration as we set out to remodel Iowa's education system and meet our goal of having one of the highest performing systems in the world. Thank you for providing the Iowa Department of Education the opportunity to be of service, and also thank you for your dedication and commitment to the students of our great state.

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2012 Policy Changes

[SF 2284](#) “Education Reform” Legislation

Competency-Based Instruction

The State Board of Education will be adopting rules to allow a school district or accredited nonpublic school to award credit toward graduation based upon demonstrated competencies rather than “seat time.” The school will determine the assessment methods used to demonstrate competencies. There will be no need to request a waiver from the Department.

The Department will appoint a task force to conduct a study regarding competency-based instruction. The person representing the Area Education Agencies will convene the initial meeting of the task force. A preliminary report is due on January 15, 2013. That preliminary report will include, at a minimum, the following items:

- Personal learning plans and templates.
- Ways to empower learning through technology.
- Professional development for educators to transition to a competency-based system.

The final report of the task force is due November 15, 2013. It will include, at a minimum, the following items:

- The redefinition of the Carnegie Unit into competencies.
- Student-centered accountability and assessment models.

Assessment of Student Progress on Core Academic Indicators

The General Assembly requires that the State Board of Education include in its rules that the Iowa Assessment be the only assessment that a school district may use to meet state accountability requirements. As all Iowa districts already use the Iowa Assessments for accountability purposes, this is substantively no change. This legislative requirement does not preclude a school district from using additional assessments for local purposes that may be summative, formative, progress monitoring, or diagnostic in nature to meet existing statutory requirements around the use of multiple measures to assess student progress.

Teacher and Administrator Matters – Practitioner Collaboration

At least 36 hours annually “outside of the minimum school day” must be used by “practitioners to collaborate with each other” or “to engage in peer review” activities. This collaboration or review time is not to be confused with individual

educator preparation time, and schools should not count individual educator preparation time as collaboration time.

Time currently dedicated to practitioner collaboration (such as educators working in professional learning communities) certainly could count toward this 36 hour annual requirement. This may be during designated professional development (as long as practitioner collaboration is a substantial component of this professional development) or professional learning community time. Activities that meet this new statute would be collaborative and interactive, rather than primarily lecture or from-one-to-many style activities. This collaboration can be used to develop or refine instructional approaches, review and analyze student data results, or to engage in peer review.

As this practitioner collaboration and peer review requirement is placed in the section of Code dealing with professional development, such activities would certainly be considered professional development. For that reason, it is appropriate to include the district's Teacher Quality Committee in the conversation on how to structure and use this collaboration time. Further, professional development is a subject of bargaining, so determinations as to how districts will engage in this professional collaboration requirement are appropriate to address at the next opportunity for collective bargaining and to fully implement at the next available opportunity.

Section 284.6, subsection 8, of existing Code gives the school district the responsibility to create quality professional development opportunities. Nothing in the new statute (Senate File 2284) changes that responsibility. The clear language in the legislation does not designate any particular practitioner or group of practitioners to direct this collaboration requirement, nor does it assign any particular collaboration roles to any practitioner or group of practitioners. As such, the Department interprets this to mean that the collaboration of practitioners is to be intended broadly and is inclusive of both classroom teachers and administrators working together to improve instruction. While the terms "practitioner" and "collaboration" are broadly interpreted here, the specific form, relationships, and process for practitioner collaboration is a matter for local determination which may be resolved through the collective bargaining process.

There will be additional guidance forthcoming from the Department on this issue.

Teacher and Administrator Matters – Peer Review

School districts will be required to conduct annual, rather than every third year, reviews of non-probationary teacher performance. The first and second years of such review, however, will be "conducted by a peer group of teachers." The General Assembly specifically prohibited peer reviews from being used as the basis for recommending that a teacher be placed in an intensive assistance program. As such, this peer review is intended for the purposes of coaching and

improvement, and is not intended as an evaluative process. The third year of review will be a formal evaluation by a certified evaluator, as is currently the practice, and is to be used for evaluative purposes

The selection of peer reviewers is not addressed in Code. Therefore, this is a decision left up to the local districts to determine. The Department recommends that districts select high quality, respected, and experienced educators to serve as peer reviewers. Peer reviewers may be of like grade-range or like subject where possible; however, this is not required. Further, configurations using within-building peer reviewers, across-district peer reviewers, or multiple districts sharing reviewers are all permissible. In addition, the statute does not preclude peer reviewers from receiving partial release for the purpose of review, or from having peer review as a substantial, or even all encompassing, component of their jobs.

In order to structure and frame the conversation around peer review, the Department recommends that districts use whatever teaching standards and evaluation frameworks are currently employed. However, again note that even though teaching standards and evaluative documents may be used as part of this process, the peer review is not intended as an evaluation.

This new system of peer reviews should be established during the next available collective bargaining session, where a collective bargaining agreement is in force, and implemented at the next available opportunity. There is precedent to allowing enactment at such time to make a smooth transition for new policy.

Note that this does not represent any change in evaluation requirements for probationary teachers.

There will be additional guidance forthcoming from the Department on this issue.

Teacher and Administrator Matters – Administrator Evaluation

School administrators must receive a summative evaluation annually. School districts may use the procedures, documents, and processes previously used in summative evaluations, but these must be applied annually rather than every three years.

Teacher and Administrator Matters – Educator Evaluation Task Force

The Director of the Department will convene a task force to study a statewide teacher and administrator evaluation system. The task force must include in its recommendations “a tiered evaluation system that differentiates ineffective, minimally effective, effective, and highly effective performance by teachers and administrators.”

The recommendations will go to the General Assembly, rather than the State Board of Education, for consideration. The United States Department of Education required that states develop and implement teacher and principal evaluation and support systems as a requirement of receiving a waiver from the Elementary and Secondary Education Act (NCLB). Because the Iowa Department of Education was not granted the authority by the General Assembly to ensure implementation of such systems, the United States Department of Education was unable to grant an NCLB waiver for Iowa.

Teacher and Administrator Matters – Iowa Teaching Standards and Criteria Review Task Force

The Department will convene a task force on Iowa teaching standards and measures to improve educator evaluations based on the Iowa teaching standards. This task force is a legislative initiative that is parallel and integral to the work of the Educator Evaluation Task Force described above. Therefore, the work of the two will be combined.

Teacher and Administrator Matters – Teacher Performance, Compensation, and Career Development Task Force

The Director will appoint a task force to develop recommendations “for a new compensation system to replace the current teacher compensation system.” This task force will address the duties and responsibilities of apprentice, career, mentor, and master teachers. In addition, the task force must recommend mechanisms to substantially increase the average salary of teachers who assume leadership roles. It will also propose a peer coaching pilot project. Those recommendations are to be submitted by October 15, 2012.

School Instructional Time Task Force

The Director will appoint a task force to study the minimum requirements of the school day and the school year. The task force will consider the minimum instructional day, the minimum school year, whether there should be a minimum school day or school year that is the same for all students or differentiated for specific groups of students, whether there should be a uniform statewide school start date that can only be waived for the purpose of implementing an innovative educational program, and if the cost of extending the school day or the school year is justified when compared to competing education priorities. In addition, a pilot project design for extending the school day and year needs to be proposed by the group. The report and findings are due by October 15, 2012.

Online Learning – Pilots

The General Assembly prohibited open-enrolled students from receiving instructional content “primarily” over the internet. The school districts of CAM and Clayton Ridge, however, are provided an exemption from that prohibition for the next three years (July 1, 2012 – June 30, 2015). The number of open-enrolled students who can enroll in those online academies is capped by a

formula that will allow approximately 900 students statewide to participate. Another restriction is that no sending district can lose more than one-percent of its student body through open enrollment to those online academies. This restriction will be based upon the certified enrollment figures at the time of the open enrollment application deadline, which is March 1 of each calendar year. A sending school district is not required to grant open enrollment to a resident student if the open enrollment of that student would result in the sending district losing more than one percent of its student body to these online academies.

The Department will annually survey students in the CAM and Clayton Ridge districts to determine that instruction and course content delivered over the internet represents a comprehensive educational program rather than competent private instruction. In addition, the Department is required to compile collected data and submit an annual report to the General Assembly by January 15.

The aforementioned requirements and restrictions relating to online learning only apply to open-enrolled students, and not to resident students. Virtual coursework is allowed within local districts; however, these virtual education opportunities must comply with Chapter 12 requirements and be taught by teachers licensed under Chapter 272 of Code.

The two districts listed above are the only ones that can use this open enrollment process to receive payment for out-of-district students. Districts may share services in this area just as they do in many other cases through mutual agreement and contract, but open enrollment dollars cannot be used to support such instruction by individual families.

Online Learning – Iowa Learning Online (ILO)

The General Assembly codified Iowa Learning Online within the Department. ILO was first established by the Department in 2004 as a virtual learning initiative. ILO partners with school districts to provide online courses for students.

The Department is authorized to waive for one year the provisions of section 256.11 of Code which require that specified subjects be offered and taught by professional staff of the school district or school, if the school district or school makes every reasonable and good faith effort to employ an Iowa licensed and appropriately certified teacher to teach the subject, and the school district or school proves to the satisfaction of the Department that the school district or school is unable to employ such a teacher. In such cases, instruction in the specified subject may be provided by ILO and will meet “offer and teach” requirements.

Online Learning – Inclusion in Comprehensive School Improvement Plan

School districts and accredited nonpublic schools participating in ILO must submit to the Department for review their online curricula. Such schools must include in their comprehensive school improvement plan a description of the online coursework offered. This additional requirement will be incorporated into the existing five year comprehensive school improvement plan cycle.

Please note that online curricula provided via ILO are not required to be included in the comprehensive school improvement plan. What must be provided are online curricula purchased from or developed by other sources.

Online Learning – Online Learning Program Model

The Director will establish an online learning program model that includes criteria for schools to use when choosing online learning providers. The intent of this program model is to provide assistance to schools in making quality choices of online learning content and providers.

There will be additional guidance forthcoming from the Department on Online Learning.

Board of Educational Examiners

The Governor will appoint, subject to confirmation by the Senate, the executive director of the Board of Educational Examiners. The executive director had previously been selected by the BOEE executive board.

Student Teaching Experience

Practitioner preparation programs will be required to provide a minimum of fourteen weeks of student teaching experience.

School Administration Manager (SAM)

The BOEE will issue a school administration manager authorization to an individual who successfully completes a training program that meets standards set by the State Board of Education. The state board will establish those standards through administrative rule.

National Board for Professional Teaching Standards Awards

The “pipeline” into the national board certification program is reopened. Any teacher enrolling in that program after December 31, 2007, becomes eligible for reimbursement of one-half of the registration fee paid by the teacher for registration, and a cash award upon achieving certification by the National Board of Professional Teaching Standards. This award has a maximum possible award of \$2,500 per year for up to ten years as long as the individual is employed as a teacher in Iowa.

Early Childhood Literacy – Iowa Reading Research Center

The State Board of Education will establish through rule an Iowa Reading Research Center. The purpose of the aforementioned center is to apply and disseminate current research on literacy. The efforts of the center will focus initially on kindergarten through grade three literacy.

The General Assembly appropriated \$2 million for the Reading Research Center. The Center must report to the General Assembly on its operation by January 15, 2013.

Early Childhood Literacy – Assessments

A kindergarten readiness assessment, determined by the Department, must be administered annually by each school district. Districts may maintain their current kindergarten readiness assessment pending the results of a cross agency task force that is convening to recommend a standard statewide assessment instrument for use beginning in the 2013-2014 school year. .

Additional guidance from the Department will be forthcoming on the issue of kindergarten readiness assessment.

Each school district will be required to “assess all students enrolled in kindergarten through grade three at the beginning of each school year for their level of reading or reading readiness on locally determined or statewide assessments” under guidelines established through rule by the State Board. This requirement mirrors the existing Early Intervention Block Grant Program under Chapter 256D.

Early Childhood Literacy – Remedial Instruction and Parental Notification

School districts will be required to provide intensive reading instruction to any student enrolled in kindergarten through grade three who has been assessed to have “a substantial deficiency in reading, based upon the assessment or through teacher observations.”

The parent or guardian of any student exhibiting a substantial deficiency in reading must be notified in writing at least annually of services being provided to the student, a description of supplemental instructional services and support designed to remediate the reading deficiency, and strategies for parents and guardian to use in helping the child succeed in reading. This requirement mirrors the existing Early Intervention Block Grant Program under Chapter 256D. Those strategies must include the promotion of parent-guided home reading, which is an addition to existing requirements in Chapter 256D.

Early Childhood Literacy – Successful Progression for Early Readers

Subject to an appropriation by the General Assembly, school districts would be required to do a number of specific things “to remediate the identified areas of

reading deficiency” of students in grades kindergarten through grade three. One of those specific things would include an intensive summer literacy program, beginning during the 2016-17 school year, for students whose “reading deficiency is not remedied by the end of grade three.”

Since the General Assembly appropriated no money for the implementation of the “successful progression for early readers” program, the Department has concluded that compliance with any of those requirements cannot be enforced at this time. Should the General Assembly fund this program in future years, then it would be required at that time.

Some elements of the Early Childhood Literacy statute, specifically those elements related to the “successful progression for early readers” in subsection 279.69(2), can be implemented using funds from the Early Intervention Block Grant at the district’s discretion.

Early Childhood Literacy – Third Grade Retention

Beginning May 1, 2017, a third grade student whose reading is deficient would be retained in third grade. The parent or guardian would be offered the option, however, of enrolling the student in an intensive summer reading program in lieu of retention. Since the General Assembly appropriated no money to develop an intensive summer reading program, the third grade retention provision cannot be enforced unless and until the General Assembly funds the program.

There are five good cause exemptions for the retention of non-proficient third grade students. Those exemptions are currently moot since the third grade retention provision is not enforceable.

Early Childhood Literacy – Comprehensive School Improvement Plans

Each school district must address plans to improve reading proficiency as part of its comprehensive school improvement plan.

Early Childhood Literacy – Professional Development

Subject to an appropriation by the General Assembly, each school district must provide “professional development services to enhance the skills of elementary teachers in responding to children’s unique reading issues and needs and to increase the use of evidence-based strategies.” Since no money was appropriated for the purpose of professional development, the Department has concluded that compliance with that requirement cannot be required of districts. Do note that this would not preclude any district providing professional development to staff related to reading instruction using existing sources of professional development funds.

Tenth Grade Iowa Assessments

Each school district will be required to administer the Iowa Assessments to all tenth grade students this school year. If a district is currently doing this, continuing the existing practice meets this new requirement. If a district is not administering the Iowa Assessments to 10th graders, then these assessments must be administered beginning in the 2012-2013 school year.

Class Sharing Agreements (Project Lead the Way)/Senior Year Plus

Students planning to enroll in career and technical education (CTE) courses delivered via concurrent enrollment are exempt from Iowa Code section 261E.3(1)(e) – the requirement that students demonstrate proficiency on the Iowa Assessments in reading, math, and science. Students may be required to complete and pass an initial assessment administered by a community college to determine their readiness to enroll in college-level CTE coursework. Students do not need to demonstrate proficiency in reading, math, and science to concurrently enroll in career and technical courses, but they must continue to demonstrate proficiency to be eligible to enroll in any other concurrent enrollment courses. All students must continue to meet any expectations set by the community college (e.g., placement exam cut scores and prerequisites) to be eligible for concurrent enrollment. Additionally, to be eligible to enroll in CTE courses via Postsecondary Enrollment Options (PSEO), students must meet the reading, math, and science proficiency requirement.

For school districts collaborating with community colleges, Project Lead the Way (PLTW) offerings delivered through sharing agreements between school districts and community colleges will become eligible for supplementary weighting. The legislation loosens requirements for PLTW courses delivered through sharing agreements (e.g., courses may be delivered on a year-round basis and may not be a regular community college course delivered on the college campus) to remain eligible for the same supplementary weighting as concurrent enrollment courses.

There will be additional guidance forthcoming from the Department on PLTW and supplemental weightings.

Practitioner Preparation Program Assessments

A student in a practitioner preparation program must score above the 25th percentile nationally on assessments of pedagogy and content knowledge of at least one subject area as a condition of completing the preparation program. This new requirement does not impact a student's entrance into a practitioner preparation program. The Department will begin enforcement of this provision effective November 1, 2012.

As part of the state's Teacher Quality Partnership grant and a national effort, a new teacher candidate assessment known as the Teacher Performance

Assessment (TPA) is currently in development and has been heavily piloted in Iowa. This legislation allows for the TPA to also meet the aforementioned requirements pending future approval from the Department Director.

There will be additional guidance forthcoming from the Department on which assessments are appropriate for each grade level and content area. At an appropriate later time, guidance will also be provided on the possible use of the Teacher Performance Assessment as an option for teacher candidates.

Compulsory Attendance – Kindergarten Requirement

Iowa's compulsory attendance law will be applied to students enrolled in voluntary kindergarten. If a student is age 5 and attending kindergarten as of September 15, that student is subject to the compulsory attendance law unless the parent or guardian of the child notifies the school district in writing of the parent's or guardian's intent to remove the child from enrollment in the school district.

HF 2383 Misconduct to BOEE

Enhanced Reporting Requirements- District to State

Any disciplinary action, for any of the specific instances of reportable misconduct identified below, taken against BOEE licensed employees under the employ of public schools, accredited nonpublic schools or area education agencies must be reported to the Board of Educational Examiners. There is no discretion at the local level for this reporting. Reportable misconduct includes: soliciting, encouraging or consummating a romantic or otherwise inappropriate relationship with a student; falsifying student grades, test scores or other official information or material; converting public property or funds to the personal use of the school employee.

Those who are responsible for reporting include the board of directors of a school district or area education agency, superintendents, chief area education agency administrator, and authorities in charge of an accredited nonpublic school.

There will be additional guidance forthcoming from the BOEE regarding what constitutes an instance of disciplinary action.

SF 2225 Child Abuse Reporting

Reporting Requirements and Whistleblower Protections - Higher Education

Community colleges, along with other bodies of higher education, must have in place reporting and training requirements in the policy area of child abuse. There must be an established, written procedure at each institution on how to report such instances and protections in that policy for those who do so. The

Department of Public Health is convening a task force to study training requirements for staff to help implement better awareness and understanding of this topic and will report their findings by December 15, 2012.

SF 2218 School Bus Safety – Kadyn’s Law

Enhanced penalties for illegal school bus passage and study

Penalties are increased for the illegal act of passing a stopped school bus that has flashers on and school stop arm extended. In addition, a committee headed by the Department of Transportation, with assistance from the Department of Public Safety and the Department of Education is currently studying other bus safety related issues. These include mandatory cameras on a bus and mandatory right side only drop off on routes. The study items will be reported to the Iowa General Assembly to consider in their 2013 session.

In addition, SF 2288 made minor modifications to terminology in current law. Buses now are to wait for both railroad trains and railroad track equipment. In addition, “crossing” has now been modified to read “driving across” throughout current statute. School transportation directors should read SF 2288 and communicate that information to their drivers.

HF 2465 Standings (General appropriations bill on several items)

Various Spending and Policy Proposals in End of Year Budget Bill

Two million dollars was authorized to be spent by the Iowa Department of Education on establishing the Iowa Reading Research Center. This center is to initially focus on research on early childhood literacy with the distribution of the latest research in this area throughout Iowa.

An Iowa youth suicide prevention program is established within the Department of Public Health, including an anti-bullying internet site and telephone hotline.

Traditional items in this budget bill, such as nonpublic school transportation and at-risk children programming, continue to be funded. Area Education Agencies were reduced in their state aid but did have media services requirements relaxed from a “shall” status to a “may” status in terms of using 30 percent of their funding on such services.

Preschool foundation aid distribution was changed in this legislation. During the 2013 fiscal year, not less than ninety-five percent of the per pupil amount received in accordance with section 257.16 shall be passed through to a community-based provider for each pupil enrolled in the district’s approved local program. In addition, retroactive to July 1, 2011 and into future fiscal years, not more than five percent of the amount of preschool foundation aid passed through

to a community-based provider may be used by the community-based provider for administrative costs. Please make sure your preschool funding distribution follows these two important legislative directives.

There will be additional guidance forthcoming from the Department on distribution of preschool foundation aid.

[SF 2321](#) Education Appropriations

Status Quo Budget Passed For Iowa Department of Education

In most instances funding was arrived at early in the legislative session on the annual appropriation for the core functions of the Iowa Department of Education. While discussion was held throughout the session, community colleges did receive an increase in their funding over the past year. Most other functions received the same or slightly modified funding from the previous fiscal year. Please use the hyperlink to view the entire bill for items of particular individual interest in the overall education appropriations legislation.

[SF 2316](#) RIF (Infrastructure Budget Bill)

State Construction Funded Projects- Education

Six million dollars was allocated to the Iowa Department of Education for Accelerated Career Education (ACE) projects for community colleges. The Department also received \$600,000 for the continued development and implementation of the educational data warehouse that will be utilized by teachers, parents, administrators, area education agency staff and policymakers. Related educational spending outside of the Department of Education includes equipment, lease and operational costs for the Iowa Communications Network of \$4,925,653 while \$320,000 was allocated to the Public Broadcasting division for the purchase of eight high-powered transmission tubes.

[SF 2336](#) Health and Human Services Appropriations

Potential Study and Change in Special Education Funding- Declined

There was much discussion, and proposed legislation, this year on how to best fund special education services at residential facilities. Efforts were made to provide funding for what were traditionally non-educational purposes of special education funds, such as administrative and building construction. While the legislature passed a request in this bill to study whether the Department of Human Services or the Department of Education had jurisdiction in this area, the Legislative Council decided not to do such a study. Governor Branstad vetoed the provision in this bill that would have allowed the alternate uses of such funding. The result is that the status quo remains in effect.

[HF2168](#) Deposit of Public Funds

Changes in Public Fund Laws Impacts All Accounts Including Schools

Schools have more flexibility in their public funds, including where these funds can be placed and what institutions can receive them. These funds still need to be insured through FDIC protection, but are no longer limited to the same list of financial institutions nor are they limited to a certificate of deposit. The legislative intent is to add flexibility to savings to maximize both access to savings and interest bearing capabilities while maintaining protection of public resources. Schools are encouraged to have their financial team study this new change in law and see if it has options that are useful for their particular entity.

[SF 2221](#) Background Checks for Bus Drivers

All new bus drivers and those seeking re-certification must have their background checked by the local school district prior to employment. Should an applicant be listed on the central registries of dependent adult abuse, sexual offender status or child abuse, they cannot be hired or relicensed by the local district. The denied applicant can only appeal that their name was inadvertently listed on the registry but otherwise is denied employment if they are listed. They cannot work during their appeal. In addition, the public portion of the Iowa Court Information System must be utilized for all other background information, particularly driving record. It is the discretion of the local district on how to handle the information found in the Iowa Court Information System in terms of their hiring practices. Again, there is no discretion when it comes to listing on any of the three abuse registries for the local level. Districts that contract their bus service out to a separate entity are required to follow these provisions, as well. All districts must do this starting July 1, 2012 and keep a record of doing so.

[SF 451](#) Dropout Prevention

SF 451 expands allowable uses for dropout prevention funds with a transition period to determine the future growth rates for individual districts.

The Department will provide additional guidance on this issue.

Other Policy Changes

[SF 2247](#) replaces the term “mental retardation” with “intellectual disability” in state code.

[SF 2280](#) makes changes to the inspection process for boilers.

[SF 2158](#) opens up eligibility of more providers to those who receive Medicaid assistance in the area of speech pathology services.

No guidance is given in this letter on these areas but they are legislative pieces that may warrant your attention in specific circumstances.