



UEN Legislative Update March 20, 2026

This UEN Weekly Report from the 2026 Legislative Session includes:

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Session Timeline

The second funnel, March 20, was the deadline by which House files had to be approved by a Senate Committee and Senate files by a House Committee to move forward. Of course, we have to keep watch, because any dead bill can reappear as an amendment to another bill, but this self-imposed funnel truly culls down the agenda significantly and allows legislators to focus on the budget and tax policy as they head toward adjournment. The Session has just under five weeks left before the 100th day, April 21, which is the expiration of per diem reimbursement for Legislators. In addition to floor debate next week, the House and Senate will have to pass a budget (appropriations bills), decide whether or not to compromise on property tax reform, and finish up the 100s of policy bills waiting for their attention. With the General Election in November, legislators are further motivated to finish up, so they can start campaigning. See the Session Timeline here: <https://www.legis.iowa.gov/docs/publications/SESTT/current.pdf>

Property Tax Bills Approved by House and Senate Ways and Means Committees

[SF 2472](#) is the new number for the Senate property tax reform plan. The bill, as amended, made some improvements for schools and continued some provisions that schools have expressed some concern about:

- Removed some costly provisions for the state that would have provided property tax relief (takes out the special education foundation level at 100% and media and education services state aid to replace property taxes).
- Allows taxpayer statements to be posted rather than mailed.
- Changes and expands senior residential relief: one exemption for aged 65+ without a mortgage phased in over 4 years to eliminate property tax liability (but states that the exemption doesn't apply to PPEL and Bond debt). Another for seniors with mortgage obligation, beginning at age 60, with 60% exemption, aged 70 at 70%, etc., up to 100% exemption at age 100 and above.
- Adjusts the percentages in the phase out of resident rollback, but still eliminates it over a 12-year period.

- Limits Management Fund taxing authority beginning at 180% of the prior year's ending balance (starts July 1, 2027). This language has been consistent since the bill was introduced in 2025.
- Lowers existing voted levies to 70% of the levy rate (both for maximum levy and for preexisting levies). Allows school boards to pass a resolution to exceed the levy limit if obligated.
- As the fiscal impact is not yet determined with so many moving parts, UEN is undecided on this bill.

[HSB 596](#), Property Taxes by the House, is awaiting a new bill number, having been amended and approved in the House Ways and Means Committee on Wednesday. The bill, as amended, now includes the following provisions impacting schools:

- Eliminates the supermajority vote originally proposed in HSB 596 for SAVE revenue bonds. With this provision removed from the bill, the current process for revenue bonds is unchanged. Thank the [House Ways and Means Committee members](#) for removing this provision!
- Extends SAVE through December 31, 2070. UEN supports this provision.
- Diverts SAVE school infrastructure revenues to property tax relief, reaching 30% of total revenue by 2034 (two years longer transition than in Gov. Reynolds' plan). UEN opposes this provision.
- Removes foundation levy from tax increment financing (TIF) diversion for new TIFs and requires that new qualified Data Centers pay foundation levy taxes to schools if in a TIF.
- Adds a June special election option for a bond ballot initiative but prohibits a district from running bond elections in two consecutive special election dates. UEN supports this provision.
- Creates a new \$25K residential exemption, but does not remove that valuation from school taxable value.
- Increases the commercial and industrial provision regarding taxable valuation, from the first \$150K to the first \$350K of commercial valuation taxed as if it were residential property, taxing the remaining valuation at 90%.
- Clarifies items to be included on taxpayer statements and allows them to be posted online instead of being mailed by the county. UEN supports this provision.
- Requires school boards to have policies on Unspent Authorized Budget (UAB) with goals and maximum limitations and requires the school board to annually review and approve those policies.
- Limits school budgets to current year authority plus no more than 35% of the prior year's expenditures in spending authority. Allows the SBRC to grant Modified Supplemental Amount (MSA), which is spending authority, above 35%, but only for provisions existing in Iowa Code [257.31](#), subsection 5. UEN opposes this provision.
- Changes the granting of on-time MSA for increasing enrollment by the SBRC from a class action (shall grant MSA) to SBRC authority (may grant MSA) for the request. UEN opposes this provision.
- UEN is undecided on the bill.

See the updated ISFIS side-by-side [Comparison of Property Tax Proposals](#), including the Governor's bill, HSB 596 as amended by a strike-after amendment and awaiting a new bill number of SF 2472. The Comparison tracks the changes from the original House and Senate versions to those approved by Ways and Means Committees.

Student Behavior Bills: Key House and Senate Policy Changes Needed

The House and Senate Education Committees passed through each other's student behavior bills this week, so there would be vehicles in both chambers to survive the funnel deadline. Sen. Gruenhagen and Rep. Wheeler, the floor managers of the bill, both stated that amendments are expected. Both bills change all references in current law, from making a threat of violence or causing an incident of violence that results in injury or property damage to an incident of non-violent or violent disruption. Both bills require districts to abide by federal law involving IEPs and students with disabilities. Most of the stories being shared by teachers involving incidents of injury and violent disruption likely involve students with IEPs, so there are challenges in setting the expectation that teachers should have authority to remove a student and prevent them from returning to the classroom when the federal law requires FAPE (free and appropriate public education) in the least restrictive environment (LRE). The IEP often includes strategies or accommodations for preventing escalation or diffusing extreme emotional behavior. We support the provision of professional development tools to help everyone in the system better understand IEPs, FAPEs, and LREs. UEN leaders appreciate attention to the issue of classroom behavior and understand the need to provide consistency and training, and most importantly, to protect students and staff from harm. The following are details that UEN would like to see changed, and a few that we appreciate are included:

SF 2428 Student Behavior

- **The Oversight Committee:** The oversight committee requirements in the Senate bill are unworkable. Upon the second or subsequent removal of a student by the teacher in their classroom, this bill requires an oversight committee, with two teachers appointed by teachers and a counselor, mental health professional or administrator appointed by the principal, in each attendance center to meet and determine when the student goes back to the classroom. Policies must prohibit the principal from returning the student to the classroom for a non-violent disruption, without the teacher's consent, unless the oversight committee approves the return. Policies must prohibit the Committee from returning the student to the classroom without the teacher's consent if the teacher was assaulted during the incident. *This Committee is likely impossible to implement in a timely manner. Meanwhile, the student is prohibited from returning to the classroom until it does. To pull two teachers out of their classrooms for every incident of behavior is unfair to their students. In some districts, where there are multiple removals, additional substitute teachers or other adults will have to fill in while the Oversight Committee reviews and deliberates over the conditions of returning the student to the classroom. If the Oversight Committee cannot meet until after school or the next day due to a lack of substitutes, the student who was removed may not have an appropriate placement available to support them in the meantime. Additional staff will be required to provide spaces for students removed from classrooms to wait. For a student with an IEP, removal*

from the classroom starts the 10-day limitation clock for removal under federal law. We do not believe this is the best way to reflect teacher voice in the process and prefer the House language, with each attendance center forming a committee to develop policies and procedures for returning students to the classroom.

- **Definitions:** “Violent disruption includes but is not limited to a disruption to classroom instruction that is a result of a threat of violence or an incident of violence that results in injury, property damage, or assault as defined under [section 708.1](#).” This definition of assault refers to Iowa Criminal Code, which is much broader than the current standard of injury or property damage. *Injury is not required for this definition of assault. As this definition is also more subjective. Since the bills include non-violent disruptions as one trigger for removal, we would expect many more classroom referrals to the principal’s office. Training and procedural consistency will be incredibly important.*
- **IEPs, FAPE, and LRE:** Continued training on these concepts and on teacher roles in preparing, delivering, and reviewing responses to violent or non-violent disruptions will be critical to resolving issues and appropriately supporting both teachers and students. We appreciate the steps of the IEP team review of the IEP, including determination of whether the IEP includes the right supports necessary, if another placement would be better for the student, etc.
- **Return to the Classroom:** SF 2428 allows the teacher to just say no to a student returning to the classroom after the oversight team meeting, even if the oversight committee recommends return to the classroom, if the teacher was assaulted. *With this broader definition of assault, without necessarily causing injury, we believe that teachers will more frequently exercise this power.*
- **Trauma Support:** Requires the principal to make a mental health professional, guidance counselor, or behavioral interventionist available to students, teachers, and other school employees to address the immediate trauma associated with a violent disruption or nonviolent disruption, upon the request of a teacher. *RSAl believes this is best practice and supports this provision.*
- UEN is undecided on this bill.

HF 2538 School Violence Policies:

- **Training:** Requires DE to develop and distribute to school districts a training program and training materials for members of a student’s IEP team that is related to the least restrictive environment requirements under the federal Individuals with Disabilities Education Act, 207 U.S.C. §1400 et seq. *We support this provision.*
- **Classroom removal:** Allows teachers to send a student to the principal for violent or non-violent incidents and specifies steps for returning the student to the classroom. Prohibits return to the classroom until the teacher and the principal meet for students in grades K-5. For students in grades 6-12, also requires the student to not be returned to the classroom until the next day. Requires principals to contact parents, discipline students in grades 6-12 for two or more times in a semester (either in-school or out-of-school suspension), and make out-of-class placements, if appropriate. For more extreme behavior removals, requires the principal to assign the student to an alternative environment based on superintendent’s recommendation.

- **Oversight Review Committee:** Requires the school board to require each attendance center to appoint a committee to recommend a student-removal and return-to-classroom policy for student removals in grades 6-12. The Committee must include two teachers appointed by the teachers and one administrator appointed by the principal. *Support this provision.*
- **IEP Team Meetings:** Allows a teacher to call an IEP meeting for non-violent behavior; requires an IEP team meeting for violent behavior; and requires a mandatory IEP meeting immediately subsequent to the student's exclusion for a violent disruption. Also requires an IEP team meeting if there are 5 incidents with 15 student conduct days. *This last provision is duplicative and should be removed.* Requires the following attendees at the IEP meeting: the teacher who removed the student, all teachers who have the student in their classroom, any non-licensed staff (paras or bus drivers) who were directly involved in the incident or in the student's conduct, statements, or other actions that led to the removal from the classroom. *These requirements are too specific. Generally, IEP team meetings also include parents. To accommodate parent schedules, these meetings are likely to convene outside of the normal school day. The requirement for all teachers who have the student in their classroom to attend, particularly difficult for some teachers, such as the PE teacher or other middle or high school teachers responsible for 100s of students in their classroom in a week. These teachers may have to attend multiple IEP meetings due to this requirement. This is also difficult for districts and employees, as paras or bus drivers no longer on the clock, may be required to attend when the IEP meeting is scheduled.*
- **Appeal Process:** Allows teachers to appeal to the school board if they believe the return-to-class policy is not being followed, and prohibits retaliation. *There could be an intermediary step to address a teacher's concern before taking it to the school board which the Oversight Review Committee might play a role in.* Allows a teacher to file civil actions in court if the school board does not address their concern through the appeal, including seeking an injunction against the district, preventing the return of the student to the classroom. *Oppose this provision. The courts are too slow and costly – attorney's fees and court penalties (up to three years' salary and damages) are paid by the Management Fund, which is funded entirely by property taxes.*
- **Recovery:** Allows teachers who suffer from violence to take a leave of absence up to 5 days, or longer with a doctor's note.
- **Other Provisions:** Requires all school personnel responsible for students in their classrooms with IEP's to read those students' IEPs. *Reading and signing off having read an IEP is the best way to communicate about what challenges students have, what accommodations are required, and to determine what support teachers may need in adhering to the IEP.*

UEN is undecided on this bill.

Education Committee Action:

The House Education Committee met this week and approved the following Senate Files, all surviving the March 20 funnel as they move to the House Calendar:

- **SF 273 Grooming Behavior:** Defines grooming to mean patterns of behavior, in light of the circumstances, to constitute action to entice a student with the intent of taking advantage of the student for the benefit of the person doing the grooming. Specifies that this includes engaging in sex but is not limited to engaging in sex. Approved 23-0. UEN is registered in support.
- **SF 2219 FFA/4-H Absences:** Requires the boards/directors for schools (public, private and charter) to adopt policies exempting school absences for 4-H/FFA activities. Requires the student be allowed to make up missed work. The Senate Education Committee had passed the bill earlier in the week and amended it to change absences from excused to exempt. The House Education Committee approved a strike-and-replace amendment requiring excused absences for school-sponsored activities. Approved 22-1. UEN is registered as undecided.
- **SF 2220 TAG, Advanced Math Pathways and Accelerated Learning:** Makes changes to testing procedures and requires schools to develop methods for identifying gifted and talented students. Requires the development of advanced math programs. Requires schools to automatically enroll students in advanced coursework. Approved 14-9. UEN is registered as undecided but has concerns about the accelerated learning provisions.
- **SF 2231 PK 28E Agreements and Removing Religious Exclusions:** Requires schools to allow community-based providers to participate in pre-K instruction programs if the private providers request it. Current code defines this to include private child care centers, home-based child care, and public and private schools. Prohibits limits on the number of students who can enroll in the community-provider programs. Limits the authority to regulate the standards for admission or for programs as a condition of receiving aid. Deems that a community provider is not an agent for the state. Removes exclusions based on religious content for aid for textbooks, tuition and early childhood development. Approved 16-7. UEN is opposed.
- **SF 2319 Your Life Iowa Website Posting:** Requires schools to include access on their website to the Your Life Iowa program for students in 7-12. Was amended to require the posting to be on the district homepage. Approved 22-1. UEN supports.
- **SF 2335 School Technology Task Force:** Requires the DE to convene a task force with the HHS on the cognitive impact of school technology on students and to make a report by December 2026. Sets the membership of the Committee and makes definitions on technology. Approved 22-1. UEN supports.
- **SF 2428 Student Behavior Policies:** See the detailed bill description above. Approved 16-7. UEN is undecided.

Senate Education Committee:

The Senate Education Committee met this week and approved the following Senate Files, all surviving the March 20 funnel as they move to the House Calendar:

- **HF 2591 Open Enrolled Sports:** Makes the period for ineligibility for an open-enrolled student to participate in varsity sports 140 calendar days rather than 90 school days. Effective August 1, 2026. Approved 15-0. UEN supports.
- **HF 2547 Community College Concurrent Enrollment: Career Academies:** Includes requirements for coursework at a career academy and modifies supplementary

weighting. **Articulation:** Includes requirements for articulation agreements, including acceptance for the transfer of CTE credits. **Other:** Strikes the contingent appropriation requirement to the DE for Summer School Concurrent Enrollment. Establishes a program for funding resident HS students attending CC for CTE programs. Includes summer course requirements. Requires plans for 8th graders to include discussions with the student on CTE/concurrent enrollment. **Performance-Based:** Requires the Regents to report on establishing a performance-based funding method for the Regents' schools. The Committee amended the bill to strike the changes in supplementary weighting, summer school program funding and the performance-based measures. Approved 15-0. UEN supports.

- **HF 2363 English Learning Open Enrollment:** Requires that if a parent of an English learner files for open enrollment for the child that the receiving district have a program for the request to be approved. Requires the additional student does not cause programs in the receiving district to exceed the maximum class size or case load. Requires transportation. Approved 15-0. UEN is undecided.
- **HF 2538 Student Behavior Policies:** See detailed bill description above. Approved 15-0. UEN is undecided.
- **HF 2546 Electronic Data System Upgrade:** Requires DE to develop standards for the use of electronic data systems (student data reporting systems) by all schools and to take steps to modernize electronic systems for the disbursement of monies. Prohibits DE from requiring school districts to implement a particular student information system. Requires DE to protect individual student data, prohibits DE from collecting more than is required by law, specifies that the data belongs to school districts. Includes timelines. Effective on enactment, and directs the DE to put the bill in place as soon as possible. Approved 11-4. UEN is undecided.
- **HF 2652 Play-based Learning:** Requires schools to use at least 90 minutes of play-based learning in each half-day of preschool and kindergarten, and 180 minutes on the full day. Approved 15-0. UEN has requested an amendment to delay the mandated for kindergarten implementation until July 1, 2027, which Sen. Gruenhagen mentioned as an amendment on the floor. Approved 15-0. UEN supports.
- **HF 2670 Education State Testing, Health and Financial Literacy Content, State BOE Sanctions:** Requires the State BOE to develop core academic indicators (summative testing) in social studies for grades 8-11 for the 27-28 school year. Move science state testing from 10th grade to 11th grade. Requires health curriculum for grades 8-10 to include PE and 9-12 to include nutrition. Allows some additional math requirements to include agricultural instruction and to be offered through the career & technical education curriculum. Changes the personal financial literacy requirements (removes micro standards from the Iowa Code). Strikes the requirement for protocols identifying adverse childhood experiences and strategies on addressing stress and trauma. Strikes requirements on multicultural and gender fair policies. Requires the State BOE to take certain punitive actions (withholding or imposing conditions of funding) for violations of federal law not cured within 30 days, rather than just allowing the State BOE to take such actions. States that Iowa graduates should be prepared to be responsible citizens. The Senate Education Committee amended the bill to strike the changes to financial

literacy. UEN requested removal of the State BOE's discretion to determine appropriate sanctions for federal compliance, and requested removal of the provisions on ACES practices, which are often needed to determine whether students should be placed in a therapeutic classroom. UEN is opposed to the bill (although we expressed support for moving the science test to 11th grade and for removing the financial literacy standards, the latter provision no longer being in the bill).

Funnel Survivors

<u>SF 140</u>	School Satellite Voting
SF 176	OE Online Extracurriculars
SF 273	Grooming Behavior
<u>SF 274</u>	Cash for sports entry
<u>SF 472</u>	Decertification Elections
SF 579	Local Civil Rights Commissions
<u>SF 2005</u>	CTE and Op share
SF 2086	Jr. FF Program
SF 2183	Public School Check Off Donation
SF 2218	E-Verify
SF 2219	FFA/4H
SF 2220	TAG and Acc. learning
SF 2221	Endorsements fine arts, math, science
SF 2223	CC Summer, Articulation, and HF Credit
<u>SF 2231</u>	PK 28E & Strike Religious Exclusions
<u>SF 2299</u>	Concurrent Enroll--pay back
SF 2300	Student speech
SF 2303	Prohibit DEI Training Post-sec
SF 2319	Your Life Iowa on Website
<u>SF 2320</u>	Concurrent Enroll--in-person
SF 2335	School Tech Study
SF 2342	Strikes Public Insurance Policies
SF 2390	AED grants
<u>SF 2412</u>	E-Verify
SF 2413	7-8 Government
SF 2425	Charters
SF 2428	Student Behavior
SF 2430	Flags Half Staff

SF 2436	TIF
SF 2461	Continuing Approps
SF 2462	Early Childhood/ECI
SJR 2012	Shifting DOE power to States
HF 2230	Teacher Prep (DE bill)
HF 2244	US Government Req
<u>HF 2256</u>	CINA for S/A Mental Health
HF 2336	Student speech
HF 2337	Academic Fraud
HF 2363	English Open Enrollment
HF 2440	Nonpub Transpo Fix
HF 2441	Teach Iowa Scholarships
HF 2466	Apprenticeship Programs
HF 2487	DEI Prohibition
HF 2490	Public Meeting Notices
HF 2492	CTE and Op Sharing
HF 2493	PK and 5 year olds
HF 2501	Election Changes
HF 2517	Flags Half Staff
HF 2522	Strikes Public Ins Policies
HF 2538	Student Behavior
HF 2546	Electronic Ed Data System
HF 2547	Concurrent Enrollment/Academic Plans
HF 2591	OE and 140 days
HF 2652	Play based learning
HF 2670	SS State tests, financial lit, penalties for noncomply
HF 2676	MAHA Lunch and physical activity
HF 2699	Charter Schools
HF 2712	Early Childhood ECI HHS
HF 2713	Bigger Charters
HF 2724	Endorsements Fine Arts, Math, Science

Dead Bills

<u>SF 493</u>	Public Lobbyists
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<u>SF 2006</u>	Recess/Physical Activity
<u>SF 2007</u>	SRO increase weighting
<u>SF 2144</u>	<u>TSS and Flex funds</u>
SF 2222	Teacher Prep DE
SF 2224	Comp Science
<u>SF 2286</u>	Public Investments/ISJIT
SF 2336	Antisemitism
SF 2351	OE and Truancy
SF 2392	Home school sports scrimmage
SF 2403	WG sharing and reorg
SF 2404	SPED Pilot
SF 2405	School Materials (Scapegoating/prohibited subject)
SF 2406	Charters by Governor
SF 2407	COE/DE Reporting Bill
HF 621	Guns on school grounds
HF 2029	State Health Insurance
HF 2171	Immunization docs
HF 2294	IPIB Complaint Timeline
HF 2324	Schools & Libraries
HF 2330	Public Records Requests
HF 2338	Gender instruction
HF 2347	Immunization Communication
HF 2358	PK for non-pubs direct
HF 2486	Dress codes
HF 2494	DE Reports on Literacy, Math and AEA services
HF 2508	Noncontact Time Athletics
HF 2510	Social Studies-curriculum
HF 2512	Revoking licenses for speech
HF 2528	AI/Cyber Education Materials
HF 2540	Comp Science
HF 2541	Local Civil Rights Commission
<u>HF 2544</u>	Antisemitism
HF 2592	Public Investments (ISJIT)
HF 2623	School & City Elections

HF 2649	Community College 4 yr degrees
HF 2681	SPED cameras
HF 2684	ESA Fund flexibility
HF 2685	Digital Instruction
HF 2686	Coaching Authorization
HF 2705	DE Regulation/Flexibility
HF 2725	DE Reporting Condition of Ed

Advocacy Actions This Week

Property Tax Reform: Ask legislators how the conversation is going. What questions do they have? Encourage legislators to get fiscal estimates before proceeding with big system changes. The impact of multiple changes to all three components of the system is very hard to predict. If reform reduces revenue, it is property tax relief which will likely compel reduced services from local governments.

- **SAVE:** Share concern about the diversion of SAVE funds to property tax relief, negatively impacting resources available for school infrastructure, safety and equipment (\$200 million off the table in 4 years per the Governor’s proposal or 6 years per the House proposal). Many districts are bonded against the SAVE, so they may be put into a default situation. A reduction in SAVE would require schools to turn increasingly to bond issues and ask voters to raise PPEL rates. If voters don’t approve, districts will have to reduce SAVE currently used for safety, technology, updated buses and equipment. Noninstructional software and buses are expensive. If they are to be paid from the general fund, schools will have to further reduce staff or delay upgrades. ***Policies do not change in isolation. Low SSA and declining enrollment, with the State taking over budget guarantee, should already lower school property tax burdens for taxpayers.***
- **UAB Limitations:** The House’s new bill limits districts to no more than 35% UAB carry forward, unless specifically approved by the SBRC. This violates local control and does not respect local leaders’ assessment of risk or planning for the future. As enrollment declines, districts will need UAB to meet minimum teacher pay and cover the costs of other unfunded mandates.
- **Unfunded Mandates:** Reach out to Senators about the MAHA bill, **HF 2676**. The House added provisions mandating PE every day for students (more elementary schools will have to double PE teachers, already a shortage area, and do not have enough gym space to implement.) The House amendment also mandates that every high school student participate in an extracurricular activity, including a signed contract with students and parents. Although we know activities are important to engage students, some students are working to financial support their families, others are taking care of sibling while parents work, others are involved in outside activities (such as dance, private voice lessons or club sports). There will be costs in increasing stipends for additional coaches, transportation, equipment, uniforms, fees for officials and tournament entry fees if all participate.

- **Student Behavior Bills:** SF 2428 and HF 2538 are both in play. See the section above for specifics. Advocate for eliminating the oversight committee review recommendation to return each removed student to the classroom, which is unworkable. Encourage training supports for IEP team members. Advocate for greater local control over who attends the IEP team meeting, with the primary goal of convening quickly and accommodating parents. Request the removal of the mandate that every teacher read and sign off on every IEP, which is not the best way to support teachers in understanding necessary accommodations and learning goals for students with disabilities

Secretary of State’s List of Primary Candidates: Iowa Secretary of State, Paul Pate, has posted the final list of candidates for the June primary. Check it out, see who is running in your area. Contact information is included. Access that and save it now, so you can contact state officials at their home address or phone. Party conventions may still nominate candidates to run if there are no primary winners for some seats, so the list of general election candidates will eventually grow. See the list on the SOS website [here](#). Reach out to all candidates, regardless of party, and encourage support for public education, including adequate funding and local flexibility to best meet students' needs.

Thank legislators for the bills moving forward that UEN supports!

Connecting with Legislators: To call and leave a message at the Statehouse during the legislative session, the House switchboard operator number is 515.281.3221 and the Senate switchboard operator number is 515.281.3371. You can ask if they are available or leave a message for them to call you back. You can also ask them for the best way to contact them during the session. They may prefer email, text message, or a phone call, based on their personal preferences.

Find out who your legislators are through the interactive map or address search posted on the Legislative Website here: <https://www.legis.iowa.gov/legislators/find>

Other UEN Advocacy Resources:

Check out the UEN Website at www.uen-ia.org to find Issue Briefs, these UEN Weekly Update Reports and Videos, UEN Calls to Action when immediate advocacy action is required, testimony presented to the State Board of Education, the DE or any legislative committee or public hearing, and links to fiscal information that may inform your work. The latest legislative actions from the Statehouse will be posted at: www.uen-ia.org/blogs-list. The 2026 UEN Advocacy Handbook will be available and posted soon at www.uen-ia.org/advocacy-handbook.

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