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State of Iowa

1966

STANDARDS FOR THE APPROVAL OF SCHOOLS

Standards, Regulations, and Rules for the
Approval of all Public and Nonpublic
Nursery, Kindergarten, Elementary,
Junior High, and High Schools

Authorized by

THE STATE BOARD OF PUBLIC INSTRUCTION

State of Iowa
Department of Public Instruction
Des Moines

3-473

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Des Moines 50319

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FOREWORD

In 1958, Bulletin No. 100, entitled How Good Is Your Local School System?, was published. This Bulletin was the culmination of almost four years of study and research on the part of personnel in the State Department of Public Instruction. Following its publication, and with the help of an advisory committee and reactions from school boards and superintendents, Circular No. 100a, entitled Standards for the Approval of School Districts, was published in 1959. It was revised in 1960 and 1961.

An amendment to Chapter 257, Code of Iowa, adopted by the Sixty-first General Assembly, requires the State Board of Public Instruction to establish new, up-dated standards for the approval of all public and nonpublic schools covering items such as: administration, school staffing, teacher qualifications and assignment, facilities, equipment, grounds, graduation requirements, instructional materials, maintenance, and extra-curricular activities. These new standards must be presented to the Sixty-second General Assembly, but they must first be filed with the Attorney General for approval as to form and legality and with the Iowa Legislative Departmental Rules Review Committee for action.

The standards which appear on the following pages are unofficial and incomplete. A few of these standards are followed by interpretative comments. The final report to the General Assembly will include such additional interpretations as may appear necessary to make clear the intent of the standards to which they refer. Reactions and suggestions (consisting of suggested modifications, additions, or deletions) are solicited from individuals and groups. Readers are asked to mail all communications to:

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October 20, 1966

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STANDARDS FOR THE APPROVAL OF SCHOOLS

Pursuant to authority contained in Chapter 257, Code of Iowa, the state board of public instruction hereby amends Chapter 3, Approved School Districts, appearing on pages 391 to 397 of 1966 I.D.R. by striking the entire chapter and substituting in lieu thereof the following standards, regulations, and rules for the approval of all public, parochial, and private nursery, kindergarten, elementary, junior high, and high schools.

TITLE II

Approved and Classified Schools and School Districts

Chapter 3

Approved Schools and School Districts

DIVISION I

General Standards

3.1 (257) General Standards

For purposes of these approval standards, the following general standards shall apply.

3.1 (1) Educational units governed by standards. The following standards shall govern the approval of all schools and school districts operated by public school corporations and the approval of all schools operated under nonpublic auspices. A school means nursery school, kindergarten, elementary school, junior high school, or high school that is operated in Iowa.

3.1 (2) School board. Each nonpublic school shall be governed by an identifiable agency which shall exercise functions necessary for the effective operation of the school. As used herein the agency governing each school, public and nonpublic, shall be referred to by the word "board".

Interpretation

This standard affirms the well-established principle that the functions performed by a board should be separate from the functions performed by its staff. The board assumes the responsibilities of establishing and maintaining the school, of establishing policies, and of employing a staff consisting of instructional and noninstructional professional personnel and auxiliary persons. The staff executes the policies, performs the teaching and service functions, and conducts the day-to-day operations of the school.

3.1 (3) Application for approval. The board of any school or school district that is not on the approved list on the effective date of these standards and which seeks approval shall file an application for approval on or before the first day of October of the school year for which approval is desired.

Interpretation

A board is free to decide whether or not to seek approval for its school or school district. There is no legal requirement that any school must operate as an approved school. In other words, any and all schools may operate in full compliance with the law without meeting these approval standards.

There are sound reasons why a school or school district should seek approval. One significant reason is that school patrons, parents, and the pupils whose school is approved are assured that standards which exceed the minimum legal requirements have been met. Graduates of approved high schools are usually more easily admitted to post-high school educational institutions than are graduates of nonapproved high schools. Furthermore, public school districts that are nonapproved are not entitled to receive state financial aid during the period of noncompliance with approval standards. Parents who have children eligible for school attendance may, during the period of noncompliance, request the county board of education to designate their children to an approved school in which case the district of residence must pay the tuition and transportation costs.

3.1 (4) Approved schools and school districts. Each school or school district on the list of approved schools on the effective date of these standards shall continue to be approved except in those instances when by subsequent action of the state board of public instruction, it is removed from the approved list. Each such school or school district shall submit such annual reports that the state board of public instruction may request.

Intrepretation

During the 1965-1966 school year, the State Board of Public Instruction approved almost all schools and school districts, except the nursery schools. In some instances it was necessary to cite certain "self-executing" regulations contained in the approval-standards law that were not being met.

The "self-executing" parts of the approval-standards law may be found by referring to that law (Senate File 553, published as Chapter 226, Acts of the 61st General Assembly and as an extension of Chapter 257, 1966 Code of Iowa) and to the Attorney General's opinion of January 24, 1966, relating to it.

Standard 3.1 (4) assures school officials that once their school is included on the approved list, it will remain approved until such time as it might become nonapproved because it failed to comply with the self-executing standards of the law and those of the State Board of Public Instruction outlined herein.

3.1 (5) When nonapproved. A school or school district shall be considered as nonapproved on the day after the date it was removed from the approved list.

Interpretation

The removal of a school or school district from the approved list happens only after at least one year has elapsed following the date on which it has been given official notice specifying the reasons for removal. If, during this one-year interval, the school or school district satisfies the State Board of Public Instruction that it will "thereafter comply with the laws, approval standards, rules, and regulations, the state board shall continue /it/ on the approved list." In addition, there are provisions for a public hearing before the State Board if requested by the local board. Further information can be secured by direct reference to the text of the approval-standards law.

3.1 (6) Innovative programs. School officials who wish to initiate responsible administrative, organizational, or program innovations that depart in pattern but not in substance from the standards outlined herein are encouraged to do so, provided that all statutory conditions of Section 257.25, Code of Iowa, are met. A description of such innovations shall be filed with the state board of public instruction before they are put into operation. On the basis of information gained by the staff of the department of public instruction concerning the success of such innovations, the state board of public instruction will, at its discretion, give continuing approval of said innovations.

Interpretation

The standards herein have been developed to apply to typical situations in schools and school systems. Experience gained in applying these standards will reveal changes that are needed. These standards will be amended from time to time to meet new situations that occur in significant numbers. Standard 3.1 (6) is an invitation to school officials to make changes which appear to be desirable and to evaluate their effectiveness in achieving the goals sought.

This standard is intended to provide for major innovations. Individual staff members should feel free--within the boundaries of local school policies and regulations--to experiment with innovative methods and techniques.

The staff of the Department of Public Instruction, on request and to the extent of its resources, will help school officials establish and develop experimental innovations.

3.1 (7) Provisional approval. The state board of public instruction, at its discretion, shall extend provisional approval on a year-to-year basis to schools or school systems which currently are not meeting all the standards outlined herein but which are making satisfactory annual progress toward that goal, provided that all self-executing conditions of the approval-standards law have been met.

Interpretation

Although the State Board of Public Instruction, at its discretion, may grant provisional approval to any school or school system, this standard is intended for use in connection with those already-existing schools--nonpublic nursery schools are an example--which, while making progress, are not able immediately to make the adjustments necessary to qualify in all respects for full approval.

If the current wave of enthusiasm for early childhood education should prove to be a permanent condition, the people who have been operating nursery schools, however weak they may be in terms of the standards, might be regarded as having "pioneered" in an educational emphasis which has then become an integral part of all public and nonpublic elementary schools.

Newly formed schools also may need a certain amount of "lead time" to meet the standards for full approval. However, this regulation is not intended as a basis for approval of schools that fail to make satisfactory progress toward full compliance with the standards.

DIVISION II

Definitions

3.2 (257) Definitions

For the purposes of these approval standards, the following definitions shall be used.

3.2 (1) Nursery school. A nursery school shall be defined as a school which: (a) provides a continuous program of educational activities in a suitable environment especially planned for three- and four-year-old children, who attend on a regular basis prior to kindergarten, provided that a child who reaches his fifth birthday during the school year shall be eligible to continue in nursery school until the close of that year; (b) meets all applicable standards of the state board of public instruction outlined herein; (c) adheres to all applicable standards of the Iowa state department of health; and (d) complies with all applicable standards of the Iowa state department of social welfare.

Interpretation

The approval-standards law requires the State Board of Public Instruction to develop approval standards and apply them to public and nonpublic nursery schools.

Although there is a law, Section 281.2, Code of Iowa, which contains the provision that children of nursery-school age who require special education may be served in public schools, the typical nursery school in Iowa is operated under nonpublic auspices. Such nonpublic nursery schools, according to an Attorney General's opinion dated June 4, 1947, must be licensed as children's boarding homes as defined in Chapter 237, Code of Iowa. Accordingly, the Iowa Department of Social Welfare developed standards for nurseries. (See 1962, Iowa Departmental Rules, pp. 493-496.) Thus, even though the State Board of Public Instruction has now been given the responsibility for establishing standards for the approval of nursery schools, it still remains necessary--in case of nonpublic sponsorship--for "applicable" standards covering licensing of children's boarding homes to be met.

3.2 (2) Kindergarten. A kindergarten is hereby defined as that part of an elementary school which provides a program of educational activities especially planned for developing the potentialities of children of school age who are past nursery-school age but who have not been enrolled in first grade.

3.2 (3) Elementary school. The elementary school is hereby defined as consisting of a kindergarten, if operated, and grades one through eight or grades one through six when grades seven and eight are included in a secondary school as defined herein.

3.2 (4) Junior high school. The junior high school is hereby defined as consisting of grades seven, eight, and nine, or grades seven and eight, when such grades are included in a unit that is separately organized and administered.

3.2 (5) Four-year high school. The four-year high school is hereby defined as consisting of grades nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

3.2 (6) Senior high school. The senior high school is hereby defined as consisting of grades ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

3.2 (7) Junior-senior high school. The junior-senior high school is hereby defined as consisting of grades seven, eight, nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

3.2 (8) Secondary school. The secondary school is hereby defined according to one of the following patterns: (a) a junior high school comprising grades seven, eight, and nine, and a senior high school; (b) a combined junior-senior high school comprising grades seven through twelve; (c) a junior high school comprising grades seven and eight, and a four-year high school comprising grades nine through twelve; or, (d) a four-year high school comprising grades nine through twelve.

3.2 (9) Enrolled public school pupil. A pupil shall be regarded as enrolled in a public school after he is registered and is taking part in the educational program.

3.2 (10) Enrolled nonpublic school pupil. A pupil shall be regarded as enrolled in a nonpublic school after he is registered and is taking part in that school's educational program. A pupil who also attends a public school for specified courses not available to him in his private school, as provided by law, shall be entitled to transportation under the terms of and to the extent provided in the Attorney General's opinion dated July 14, 1965.

3.2 (11) School day. A school day shall be defined as the number of hours the school is actually in session in any one of its divisions. In order to be counted as a school day, a school must be in session a minimum of five and one-half ($5\frac{1}{2}$) hours for all grades above the third; four (4) hours for grades one, two, and three, respectively; and two and one-quarter ($2\frac{1}{4}$) hours for both the kindergarten and the nursery school. These minimum hours shall be exclusive of the lunch period.

3.2 (12) Day of school. A day of school shall be defined as a day that the school is in session and the pupils are under the guidance and instruction of the teachers. School shall be considered in session during field trips and excursions if pupils are engaged in school projects or activities under the guidance and direction of teachers.

3.2 (13) Day of attendance. A day of attendance shall be a day during which a pupil was present, for at least the above-prescribed minimum number of hours, under the guidance and instruction of the teachers. When a nursery school or a kindergarten is limited to half-day sessions, each half-day session attended by a pupil shall count as a day of attendance. A day of more than the minimum number of hours may not be counted as more than one day. Pupils shall not be counted in attendance on a day when school was dismissed for an improvement-of-instruction institute or other educational meeting.

3.2 (14) Aggregate days of attendance. Aggregate days of attendance shall mean the sum of the days of attendance for all pupils who were enrolled during the school year.

3.2 (15) Average daily attendance. Average daily attendance shall be defined as the average obtained by dividing the aggregate days of attendance for the school year by the total number of days school was legally in session. For example, if there had been one hundred seventy-nine days of school and school was dismissed one day for an improvement-of-instruction meeting, the average daily attendance would be computed by dividing the aggregate days of attendance for the one-hundred-seventy-nine-day period by one hundred seventy-nine.

3.2 (16) Member. A pupil shall be considered a member of a class or a school from the date he is enrolled until the date he leaves the class or the school permanently. The date of the pupil's withdrawal shall be the date on which it became officially known that he had left that class or school, which will not necessarily be the first day after the date he last attended. Membership, on any date, may be obtained by adding the total number of enrollments to the total number of re-enrollments and subtracting therefrom the total number of withdrawals. Membership may also be obtained by adding the total number present to the total number absent. Membership means the number belonging.

3.2 (17) Aggregate days of membership. Aggregate days of membership shall mean the sum of the days of attendance and the days of absence for all pupils who were enrolled during the school year.

3.2 (18) Average daily membership. Average daily membership shall mean the aggregate days of membership divided by the number of days of school.

3.2 (19) Pupils between seven and sixteen years of age. When reporting the number of pupils enrolled who are between the ages of seven and sixteen during the school year, a pupil shall be counted if any portion of the school year falls between his seventh and sixteenth birthdays.

3.2 (20) High-school dropout. For purposes of school approval, a high-school dropout shall be a pupil who has been in membership in grade nine, ten, eleven, or twelve in a school at any time, during the twelve-month period from July 1 through the following June 30, who withdraws from such school for any reason other than those specified in Section 257.27, Code of Iowa, and who is not an enrolled member of that school during the ensuing twelve-month period.

A high-school pupil shall be recorded as having transferred to another school if, within the twelve-month period cited herein, he has become enrolled in a recognized educational institution.

A high-school pupil shall not be regarded as a dropout within the meaning of Section 257.27 if, within the twelve-month period cited herein, he has been: (a) issued a diploma in formal recognition of his successful completion of a high school's four-year program of instruction, or (b) issued either a certificate of attendance or of completion of a high-school's program of instruction.

DIVISION III

Administration

3.3 (257) Administration

The following standards shall apply to the administration of approved schools.

3.3 (1) Board records. Each board shall adopt and maintain accurate records which shall provide for the recording of the minutes of all board meetings, coding of all receipts and expenditures, and the recording and filing of all reports. All public school boards shall maintain census records required by the appropriate sections of the Code of Iowa and they shall retain copies of attendance reports on all children of compulsory school age who have attended nonpublic schools.

3.3 (2) Report of nonpublic school instruction. Between September 1 and October 1 of each year the secretary of each public school board shall request from the principal of each nonpublic school located within the public school district a report of school instruction and attendance as required by Section 299.3 of the Code of Iowa. The principal of each such nonpublic school shall submit the required duplicate report on forms prescribed by the state board of public instruction. One copy of this duplicate report shall constitute the report that the secretary of the public school board is legally required to file in the office of the county superintendent.

3.3 (3) Activity fund records. Accurate, complete, and up-to-date records of all pupil-activity funds shall be maintained according to a system approved by the state board of public instruction.

3.3 (4) Audit of school funds. The results of the annual audit of all school funds by a state auditor or a private auditing firm shall be made part of the official records of the board.

3.3 (5) State aid for an improvement-of-instruction meeting. One day of state aid per pupil in average daily attendance shall be granted each year to each public school district that dismissed school a day for an improvement-of-instruction meeting called pursuant to Chapter 272, Code of Iowa. Two half-day meetings shall be regarded as equivalent to a one-day meeting.

3.3 (6) Time loss adjustment. Time loss adjustment for general aid to a public school district, for days of school lost, shall be granted only when the school term extends beyond May 29.

3.3 (7) Minimum school year. The minimum length of the school year shall be one hundred eighty days. The one day or equivalent devoted to an improvement-of-instruction meeting shall be counted as one of the one hundred eighty days but the other one hundred seventy-nine days shall be days of school.

3.3 (8) School system organizational structure. Each board that maintains a school system comprising both an elementary and a secondary school shall adopt and record in its minutes an elementary- and secondary-school organizational structure consistent with standards 3.2 (3), 3.2 (4), 3.2 (5), 3.2 (6), 3.2 (7), and 3.2 (8).

Interpretation

See Standard 3.1 (6) for the regulation explaining the procedure a board must follow when applying for approval of an organizational structure that does not fit all standards outlined herein.

3.3 (9) Elementary school organization. Each board that maintains a nonpublic elementary school only, shall adopt and record in its minutes an elementary school organizational structure consistent with standard 3.2 (3).

Interpretation

See interpretation that follows Standard 3.3 (8).

3.3 (10) Secondary school organization. Each board, maintaining a nonpublic secondary school only, shall adopt and record in its minutes a secondary school organizational structure consistent with standards 3.2 (4), 3.2 (5), 3.2 (6), 3.2 (7), and 3.2 (8).

Interpretation

See interpretation that follows Standard 3.3 (8).

3.3 (11) Records of certificates. The board shall require each administrator, supervisor, teacher, assistant teacher, teacher associate, and substitute teacher on its staff to supply evidence that he has registered with the county superintendent of schools a certificate which is in force and valid for the type of position in which he is employed. The minutes of the board shall show that this evidence has been supplied for each such person.

3.3 (12) Records required regarding teacher assignment. The board shall require its superintendent or other designated administrative official to have on file at the beginning of and throughout each school year complete official transcripts of the preparation of all regularly employed members of the instructional professional staff. This official shall maintain for all members of said staff, including substitute teachers, a file consisting of copies of their legal certificates or copies of records made therefrom showing that they are legally eligible for the positions in which they are employed and that these certificates are registered in the office of the county superintendent of schools. The board shall also require said official to have on file for each member of the noninstructional professional staff a statement of professional recognition as defined in Standard 3.4 (2).

All members of the instructional professional staff shall teach only in those subjects, grades, or areas of special service in which they have met the personnel approval standards of the board of public instruction set out in the Iowa Departmental Rules and amendments thereto.

3.3 (13) Pupil accounting system. Each board shall adopt and record in its minutes a system of pupil accounting that is consistent with the principles and procedures included in the state board of public instruction's handbook, Pupil Accounting for Iowa Schools.

Interpretation

Section 257.18 (11), Code of Iowa, makes specific reference to the responsibility of the State Superintendent of Public Instruction and the State Board of Public Instruction, respectively, to prepare forms and develop procedures relating to pupil accounting.

3.3 (14) Permanent office records and cumulative records of pupils. Each board shall require its administrative staff to establish and maintain an accurate and complete permanent office record for every enrolled pupil. This record shall be established immediately after a pupil enrolls. It shall be kept up to date; it shall be retained permanently; and it shall be stored in a fire-resistant safe or vault. A copy of this record shall be sent to the receiving school when a pupil transfers from one school or school system to another.

In addition to the permanent office record, the board shall require the instructional, guidance, and administrative personnel to establish and maintain a pupil's cumulative record. This record shall be a collection of pertinent data relating to the pupil which may be of assistance in counseling him. This record shall be established immediately after a pupil enrolls and it shall be kept up to date. It shall be made readily available to all professional staff members who have a direct concern for the pupil's welfare. It, minus certain personal information of a restricted nature which may have had value only to the school in which the pupil was enrolled, shall be sent to the officials of the receiving school when the pupil is transferred.

The permanent office record and the pupil's cumulative record shall be adequate in form and completeness when checked against the state board of public instruction's handbook, Pupil Accounting for Iowa Schools.

3.3 (15) Record of dropouts. Each school shall prepare annually, in a manner prescribed by the state board of public instruction, a permanent office record of the number and percent of pupil dropouts for the preceding twelve months and this record shall clearly identify those pupils who are high-school dropouts as defined in Standard 3.2 (20) and in Section 257.27, Code of Iowa.

3.3 (16) Board's responsibility for establishing standards for high-school graduation. Each board that operates a secondary school which extends through grade twelve shall formulate, and record in its minutes policies, consistent with law and these standards, that pupils must meet to be eligible for high-school graduation.

DIVISION IV

~~Public~~ School Personnel3.4 (257) School Personnel

The following standards shall apply to the personnel employed in approved schools.

3.4 (1) Instructional professional staff. Every person who holds a teacher's certificate endorsed for administering, supervising, teaching, or performing a special school service in a school or school system shall be eligible for classification as a member of the instructional professional staff of the school or school system in which he is employed.

3.4 (2) Noninstructional professional staff. Every person who holds a statement of professional recognition in one of the noninstructional areas listed in Section 257.25, subsection 8, paragraph b, Code of Iowa, or in one of the other noninstructional professional areas designated by the state board of public instruction, shall be eligible for classification as a member of the noninstructional professional staff of the school or school system in which he is employed.

3.4 (3) Bases for approval of professional staff. Each member of the professional staff shall be classified as either instructional or non-instructional. A professional staff member shall be regarded as approved when he holds either an appropriate certificate and an approval statement indicating the specific teaching assignments he may be given, or, alternatively, a statement of professional recognition for the specific type of noninstructional school professional service for which he is employed.

3.4 (4) Substitute teacher. A substitute teacher is hereby defined as a person who serves in place of a regularly employed teacher who is absent from his position but who has not resigned or otherwise vacated that position. A person who holds only a substitute teacher's certificate shall serve as a teacher a maximum of ninety days during one school year in place of a regularly employed teacher.

3.4 (5) Assistant teacher. A person employed by a board to serve as a teacher under the guidance of a teacher holding a professional certificate shall be classified as an assistant teacher and, at the minimum, he shall hold a certificate that authorizes such service.

3.4 (6) Teacher associate. A person employed by a board not to teach but to supervise pupils on a monitorial or service basis when not in the presence of a properly certificated teacher, shall be classified as a teacher associate, and shall hold a certificate that authorizes such service.

3.4 (7) Teacher aide. A person who is authorized by a board to perform nonteaching assistance in supportive tasks which facilitate teaching, but who never teaches or supervises pupils, shall be classified as a member of the noncertificated personnel. Persons employed as teacher aides shall be at least sixteen years of age.

3.4 (8) Required administrative personnel. Each board that operates a school system consisting of both elementary schools and secondary schools shall employ as its executive officer and chief administrator a person who holds a teacher's certificate endorsed for service as school superintendent. In addition, this board shall place a certificated secondary-school principal in direct charge of each secondary school and a certificated elementary-school principal at the head of each elementary school. Not more than one secondary school shall be assigned to one secondary-school principal. Not more than two elementary schools shall be assigned to one elementary-school principal. Where only a secondary school is operated by a board, the school shall be in direct charge of a secondary-school principal. Where only an elementary school is operated by a board, the school shall be in direct charge of an elementary-school principal.

3.4 (9) Staffing policies--elementary schools. The board operating an elementary school organized as defined in standard 3.2 (3), or, alternatively, organized according to a plan submitted in accordance with the procedures described in standard 3.1 (6) and approved by the state board of public instruction, shall develop, adopt, and record in its minutes staffing policies designed to attract, hold, and effectively utilize competent professional personnel--instructional and noninstructional. Said policies shall include but not be limited to guidelines or criteria to be used in determining: (a) the scope and size of the staff; (b) the school or system-wide average class enrollment per teacher; (c) the maximum class enrollment per teacher within a variation of ten per cent; (d) extra-class duties; (e) time for planning and parent-teacher communications; (f) the employment of substitute teachers, assistant teachers, teacher associates, and teacher aides; (g) salaries and salary schedules; and (h) participation by members of the professional staff in the formation of school policies relating to administrative, curricular, and instructional matters.

When grades seven and eight are a part of an organized and administered junior high school, the staffing policies adopted by the board for secondary schools shall apply.

3.4 (10) Staffing policies--secondary schools. The board operating a secondary school organized according to one of the four patterns defined in standard 3.2 (8), or, alternatively, organized according to a plan submitted in accordance with the procedures described in standard 3.1 (6) and approved by the state board of public instruction, shall develop, adopt,

and record in its minutes staffing policies designed to attract, hold, and effectively utilize competent professional personnel--instructional and noninstructional. Said policies shall include but not be limited to guidelines or criteria to be used in determining: (a) the scope and size of the staff needed to provide each class with an instructor who is approved to teach each course in which pupils are enrolled, and to provide the non-class services mandated by Section 257.25 (a), (b), and (c) of the Code of Iowa; (b) the maximum pupil enrollment in each class within a variation of ten per cent; (c) the total number of classes including the number of different classes for which separate or special preparations must be made; (d) the assignment of nonteaching duties such as study hall monitoring and supervision of pupil activities; (e) the employment of substitute teachers, assistant teachers, teacher associates, and teacher aides; (f) salaries and salary schedules; and (g) participation by members of the professional staff in the formation of school policies relating to administrative, curricular, and instructional matters.

3.4 (11) Nursery school staff. The staff of a nursery school shall consist of one teacher, one assistant teacher, and either one teacher associate or teacher aide for each of fifteen children or fraction thereof, provided that no nursery-school staff shall be assigned more than two groups of children.

3.4 (12) Provision for nursery school health supervision. Each nursery school shall have health supervision, on at least a part-time basis, by a physician or by a person who has an Iowa license as a registered professional nurse.

3.4 (13) Annual check for tuberculosis. All persons employed in approved schools shall be required to undergo an annual check for tuberculosis and file the results with the board.

3.4 (14) Physical examinations. Except as otherwise provided in rules of this department, the board shall require each employee to file with it at the beginning of his service and at three-year intervals thereafter, a written medical report of a physical examination performed by the licensed physician who has performed said examination.

DIVISION V

Educational Program

3.5 (257) Educational Program

The following standards shall apply to the educational program of approved schools.

3.5 (1) Curriculum defined. The word curriculum is hereby defined as including all pupil experiences that take place under the guidance of the school. It shall be used to describe the school-connected learning experiences of any pupil and also to indicate the arrangement of a group of courses to be taken by groups of pupils having a common objective.

3.5 (2) Educational program defined. The educational program is hereby defined as the written description of the learning areas in which instruction is offered in the school system--from the elementary school through the secondary school.

3.5 (3) Educational program -- form and content. The educational program, as adopted by each board, shall set forth the administrative measures and the sequence of learning situations through which attempts are made to provide pupils with well-articulated, developmental learning experiences from the date of school entrance until high-school graduation.

3.5 (4) Educational program -- description and filing. The board shall require its administrators and professional staff to furnish a description of the total elementary- and secondary-school educational program that the board is willing to approve. This description, after having been adopted by the board and recorded in its minutes, and all subsequent revisions thereof shall be filed with the state department of public instruction as evidence of compliance with the self-executing provisions of law as itemized below.

The description of the elementary-school educational program shall be in sequential order and shall explain the manner in which pupils are served in each of the areas of instruction specified in Chapters 257 and 280, Code of Iowa.

The description of the educational program for grades seven and eight, including situations when these grades are part of an organized and administered junior high school, shall be in sequential order and shall explain the manner in which pupils are served in each of the areas of instruction specified in Chapters 257 and 280, Code of Iowa.

The description of the secondary-school educational program shall be in sequential order and shall explain how the pupils in grades nine through twelve are served in each of the subjects and services specified in Chapters 257, 280, and 321 (Sections 321.177), Code of Iowa, provided that the description adopted by the board of a nonpublic school may omit any reference to driver education.

Interpretation

This description--once prepared, adopted by the board, and filed with the state department of public instruction--will need to be up-dated only when changes relating to self-executing requirements of law or changes not relating to legally-mandated parts of the educational program are made.

3.5 (5) Provision for special education services. The board maintaining a junior and a senior high school, a junior or a senior high school, or a combined junior-senior high school shall adopt and record in its minutes a plan which makes the provision for special education services required by Section 257.25, Code of Iowa. This plan shall be filed with the state department of public instruction as evidence of compliance with the approval-standards law.

3.5 (6) Instructional guide for each subject. Classroom instruction in the schools shall be based on careful planning. A guide shall be developed for each course taught. It shall include a statement of the general and specific objectives, a broad outline of course content, a list of needed instructional materials, a statement of anticipated instructional activities; and a description of the means of evaluating each pupil's progress during and at the end of the course.

3.5 (7) Subject offering. A school shall be judged as offering instruction in a subject when: (a) the teacher of the subject has met the personnel approval standards of the state board of public instruction for that subject; (b) instructional materials and facilities for that subject have been provided; and (c) pupils have been informed, on the basis of their individual aptitudes, interests, and abilities, about the possible value of the subject for them.

A subject that the law requires to be taught annually shall be so regarded only when, during each year, pupils enroll in it and are instructed in it in accordance with all applicable standards outlined herein. Subjects which the law requires schools to offer and teach shall be made available during the school day in session as defined in standards 3.2 (11) and 3.2 (12) herein.

3.5 (8) Unit of credit. A unit of credit (grades nine through twelve) is hereby defined as that amount of credit earned by a pupil who successfully completes a course that is pursued for 36 weeks for the required number of minutes per week as specified by the state board of public instruction. A fractional unit of credit shall be awarded in a manner consistent with this standard and in proportion to the time the course was taught.

3.5 (9) Organization of daily and weekly schedule. Daily and weekly schedules shall be organized by school officials in a manner which, in their judgment, best fits the conditions within their schools. In order for secondary-school nonlaboratory courses to yield one unit of credit, they must be pursued for 36 weeks and for at least 200 minutes per week.

In order to yield one unit of credit, secondary-school laboratory science courses; courses in art, industrial arts, music, homemaking, and typewriting; and such other courses that the state board of public instruction may designate shall be pursued for 36 weeks for at least 275 minutes per week.

Deviation from this standard shall be permitted for instructional innovations--such as team teaching, individual student scheduling, and modular scheduling, which require variable lengths of time and other instructional arrangements--which are at specific variance from this standard, provided such arrangements are described and filed with the state board of public instruction in accordance with standard 3.1 (6).

3.5 (10) Program of testing and evaluation. The board shall require its administrators and professional staff to develop and present to it for approval a long-range program of systematic, periodic testing and evaluation of all pupils enrolled.

This program of testing and evaluation, which shall be coordinated throughout all elementary- and secondary-school grades, shall include the use of comparable tests that have yielded stabilized and consistent year-to-year data about pupils' development in relation to specified educational objectives. The school staff shall show how teacher-made tests, observational records, and informal (and largely subjective) appraisals of pupils' development fit into this program. The program adopted by the board shall be recorded in the minutes of that body.

Individual psychological examinations of pupils shall be administered by a person holding a teacher's certificate endorsed for service as a school psychologist or by a person who has been approved by the state department of public instruction as competent specifically in the administration of individual psychological examinations.

3.5 (11) Evaluation of educational program. School officials shall, year-by-year, systematically evaluate their educational program to determine its effectiveness and its adequacy in terms of its scope. In making this evaluation, school officials shall: (a) use techniques such as conducting follow-up studies of graduates, preparing pupil dropout studies, and identifying over- and under-achievers; and (b) take into consideration the comments and recommendations of pupils, parents, and professional staff members obtained through surveys, discussion groups, conferences, and questionnaires.

3.5 (12) Parent-teacher communications. School officials in every school shall provide for parent-teacher communications to improve the pupil-home-school relationship, and to meet more effectively each individual pupil's needs.

3.5 (13) Guidance program in secondary schools. Every board that operates a junior high school, a combined junior-senior high school, or a senior high school shall provide therein an organized and functioning guidance program to aid pupils with their personal, educational, and vocational planning and problems. The guidance program shall be staffed

with guidance counselors who have met the professional standards established by the state board of public instruction for such personnel. Their number, as specified in Chapter 257, Code of Iowa, and their manner of use shall be set out in the minutes of the board.

Guidance counselors shall be provided adequate space, facilities, and materials, and they shall be allotted time on the program schedule for performing guidance services. Individual and group conferences with pupils, parents, and professional staff members shall also be provided for in the guidance program.

3.5 (14) Guidance services in elementary schools. Effective September 1, 1970, the board shall institute guidance services for its elementary schools. Qualified guidance counselors shall be employed in numbers sufficient to guarantee that each pupil shall have access to the minimum amount of guidance service specified by the board and recorded in its minutes.

3.5 (15) Nursery school program. Each board that operates a nursery school shall require its professional staff to develop an educational program that meets the conditions for nursery-school activities as specified in Chapter 257, Code of Iowa. This program and all subsequent revisions thereof, when adopted by the board, shall be recorded in its minutes.

3.5 (16) Kindergarten program. Each board that operates a kindergarten shall require its professional staff to develop, subject to official adoption by said board, an educational program that meets the conditions for kindergarten activities as specified in Chapter 257, Code of Iowa. This program and all subsequent revisions thereof, when adopted by the board, shall be recorded in its minutes.

3.5 (17) Instructional supplies. Instructional supplies are hereby defined as items that are used in the teaching-learning process and that are usually consumed in less than five years. In determining how to classify borderline items as instructional supplies rather than as instructional materials or equipment, the financial accounting and the educational plant and facilities handbooks published by the state board of public instruction shall be used as guidelines.

3.5 (18) Instructional supplies required. Each board shall provide each school with instructional supplies sufficient for each subject and each supporting service offered in the school. Handbooks published by the state board of public instruction which relate to each subject and supporting service shall be used as guidelines in determining the adequacy of a school's instructional supplies.

3.5 (19) Instructional materials and equipment. Instructional materials and equipment are hereby defined to mean science apparatus, laboratory tables and demonstration desks; shop tools and machinery; gymnasium equipment and apparatus; equipment for business education, art, industrial arts, and music rooms; audio-visual aids equipment; equipment needed in rooms designed especially for each subject taught

(such as English and language arts, foreign languages, mathematics, sciences, social studies, and vocational subjects); maps, atlases, and charts; library books and periodicals; encyclopedias and reference books; and the like.

3.5 (20) Instructional materials and equipment required. Each board shall provide each school with instructional materials and equipment that are adequate to meet the needs for all courses, activities, and services. Handbooks published by the state board of public instruction relating to each subject and supporting service shall be used as guidelines in determining the adequacy of a school's instructional materials and equipment.

3.5 (21) Elementary-school library-instructional materials center. Effective September 1, 1970, every elementary-school attendance center shall have an organized and functioning library-instructional materials center for pupils and teachers. To be considered as organized and functioning, said library-instructional materials center shall, as evaluated in terms of guidelines in handbooks published by the state board of public instruction, include: (a) the employment of an adequate number of persons certificated as school librarians and audio-visual specialists; (b) the employment of an adequate technical and clerical staff; (c) the provision of adequate facilities for use, storage, and preparation of instructional materials and equipment; and (d) adequate production materials, printed and nonprinted library materials and equipment.

DIVISION VI

Activity Program

3.6 (257) Activity Program

The following standards shall apply to the activity program of approved schools.

3.6 (1) Pupil activity programs--general guidelines. Each school or school system shall have a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The activity program shall be cooperatively planned by pupils and teachers, shall be supervised by qualified school personnel, and shall be designed to: (a) meet the needs and challenge the interests and abilities of all pupils consistent with their individual stages of development; (b) contribute to the physical, mental, aesthetic, civic, social, moral, emotional, and spiritual growth of all pupils; (c) offer opportunities for both individual and group activities; (d) be integrated with the instructional program; (e) provide balance whereby a limited number of activities will not be perpetuated at the expense of others; (f) be controlled to a degree that interscholastic activities do not unreasonably interfere with the regularly scheduled daily program; and (g) furnish guidance to pupils to ensure that they regulate the amount of time they participate in the activity program so that they will not jeopardize benefits they might receive from other aspects of the school program.

The school shall make reasonable efforts to provide and maintain adequate facilities and equipment to develop and encourage a broad activities program.

3.6 (2) Pupil activity program in elementary schools. Elementary schools shall have a broad and balanced pupil activity program, closely integrated with the instructional program, and designed to help pupils achieve maximum personal development--mentally, emotionally, physically, socially, morally, and spiritually. The program shall provide opportunities for pupils to participate in a variety of physical activities in arts and crafts, music, creative dramatics, homeroom and citizenship projects, class projects, hobby pursuits, and other activities the school may provide.

3.6 (3) Interscholastic sports activities in elementary school. Elementary schools comprised of kindergarten and grades one through six, shall not participate in, encourage, promote, or sponsor interscholastic sports activities.

3.6 (4) Supervised intramural sports. Supervised intramural sports activities shall be encouraged in grades seven, eight, and nine.

Two levels of priority shall be considered in this standard: first, the school or school system shall provide professionally qualified personnel, space and facilities, equipment and supplies, and a broad program of basic instruction in physical education, based upon individual and group needs of all pupils; second, the school or school system shall sponsor a broad and varied, voluntary program of intramural sports activities for all pupils in grades seven, eight, and nine.

3.6 (5) Pupil activity program in junior high schools. The junior high school shall have a pupil activity program of the same scope as required for the elementary schools. In addition, opportunities shall be provided in the areas of clubs, intramural athletics, music groups, supervised social activities, student government embodying the principles of democracy, and other activities to meet the increasing range of interests, abilities, and aptitudes of junior-high pupils.

3.6 (6) Pupil activity program in senior high schools. The senior high school shall have a pupil activity program based on mutual as well as individual needs, interests, abilities, and enthusiasms. The program shall be organized and administered in such a manner that broad and varied experiences which contribute to the enrichment of the total educational program will be available. Opportunities shall be provided in the following areas: (a) physical activities and athletics, including intramurals; (b) speech activities and dramatics; (c) vocal and instrumental music; (d) student council organization embodying democratic principles; (e) journalism; (f) clubs and social activities; (g) class activities; (h) assemblies; and (i) other areas as may be developed under adequate school supervision.

3.6 (7) Balanced activity program required. The activity program in the senior high school in specific areas shall not be over-emphasized to the extent that other worthwhile and constructive activities are unduly weakened or eliminated.

DIVISION VII

Educational Plant

3.7 (257) Educational Plant

The following standards shall apply to the educational plant of approved schools or school systems.

3.7 (1) Educational plant defined. The educational plant of a school or school system is hereby defined as the site, buildings, and equipment that constitute the physical facilities.

3.7 (2) Educational plant requirements. The educational plant shall be adequate to support all of the courses, activities, and services offered by each school and it shall be sufficient in capacity to house all pupils who are enrolled. An educational plant shall be considered adequate when it is consistent with the guidelines set forth in the educational plant handbooks published by the state board of public instruction.

3.7 (3) Safe buildings and grounds required. Every school building shall be safe. The building and grounds shall be so maintained as to provide a safe and healthful environment. Each plant shall meet the requirements for a safe and healthful facility using as guidelines the criteria set forth in handbooks published by the state department of health, the state board of public instruction, the state fire marshal's office, and other governmental agencies.

DIVISION VIII

Provisions for In-service Growth of Professional Staff

3.9 (257) In-Service Growth of Professional Staff

The following standards shall apply to the provisions for the in-service growth of the professional staff.

3.9 (1) Budget for in-service growth. The board -- in recognition of the high importance of the teacher in the establishment and maintenance of an optimal learning environment for pupils -- shall make provision in its budget for the support of a planned, comprehensive program for the in-service growth of its professional staff -- instructional and noninstructional.

Interpretation

Certain qualities are nearly always present where there is good teaching. How are these qualities developed in teachers? While much of the development of the good teacher can be traced back to home and community influences, teaching is a profession which requires careful preparation. The modern teacher must have a thorough background in both liberal and professional education.

Iowa's standards for the pre-service preparation of teachers leading to the issuance of teachers' certificates guarantee that each teacher will come to his teaching task equipped with certain minimum qualifications. But, in today's world, it is more important than ever before that the teacher's knowledge and professional competencies be kept up to date and growing.

A school system without a functioning in-service education program for its teachers simply cannot be good enough to meet the needs of today's pupils. There are at least two "centers of responsibility" for in-service growth. First, each individual teacher separately has the obligation to improve himself. Second, cooperatively planned and executed in-service programs involving the professional staff of each school system directed toward meeting local problems are invaluable. An increasing number of school boards are including budgetary allocations to facilitate both of these types of in-service education.

A basic principle for an organized approach to in-service education in a local school system is ". . . that a good program will permit teachers to work on problems that interest them, to be a part of the group which works out plans for solving these problems, and to evaluate the results of their efforts."¹

¹Robert S. Gilchrist, and others. In-Service Education for Teachers, Supervisors, and Administrators. The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 285.



When a board develops a budget for a truly adequate in-service growth program, it includes allocations which provide for: (a) use of visiting consultants; (b) use of substitute teachers to release teachers for in-service activities; (c) a continuous curriculum development program with released time for instructional and noninstructional staff members to serve together on committees; (d) payment of expenses of members of the staff to attend local, regional, and national educational meetings and in-service workshops; (e) reimbursement of teachers and special service professional personnel for summer-school tuition, especially when they enroll in programs of preparation in areas for which a shortage of qualified personnel exists; (f) paid leaves of absence for advanced education; and (g) an equipped and well-supplied library-instructional materials center for use by the staff.

3.9 (2) Professional library. The board shall establish and maintain a professional library-instructional materials center for use by its professional staff. The budget shall provide for annual expenditures to make planned additions to the equipment, supplies, and professional books, magazines, and instructional print and non-print materials essential to the work and professional growth of the staff.