



Flexible Student and School Support Program

Introduction

In the 2021 legislative session, Governor Reynolds signed [House File \(HF\) 847](#) into law. The new law requires the Iowa State Board of Education to create and the Iowa Department of Education (Department) to administer the Flexible Student and School Support (FS3) program, which replaces the Innovative Waiver formerly available in Iowa Code section 256.11 and rule 281—12.9.¹ The FS3 program provides an approved school district or accredited nonpublic school with additional flexibility to “implement evidence-based practices in innovative ways to enhance student learning, well-being, and postsecondary success” (281—IAC 12.9(1)).

Purpose

The purpose of this guidance is to:

- Provide information on the new program and its requirements, including the application process;
- Outline the exemptions available to approved districts and accredited nonpublic schools; and
- Answer questions from the field.

Use of Funds and Exemptions

HF 847 also provides the Department’s director with the authority to allow a school district or accredited nonpublic school to participate in the FS3 program. Approval to participate in the program provides the district authority to use its flexibility account funds under [Iowa Code section 298A.2, subsection 2](#) to implement the FS3 program. Approval to participate also exempts the district or accredited nonpublic school from certain general accreditation requirements if the director deems the exemption request to be:

- An essential part of an educational program to support student learning, well-being, and postsecondary success;
- Necessary for the success of the district or accredited nonpublic school program; and
- Broadly consistent with the intent of the requirement(s) for which the district or accredited nonpublic school seeks exemption (281—IAC 12.9(2)).

Exemptions Available

The district or accredited nonpublic school may request exemption from one or more of the following requirements so it may implement evidence-based practices (see #5) in innovative ways to enhance student learning, well-being, and postsecondary success:

- Education program requirements for grades one through six in [subrule 281—12.5\(3\)](#).
- Education program requirements for grades seven and eight in [subrule 281—12.5\(4\)](#).
- Education program requirements for grades nine through 12 (also referred to as “Offer-and-teach”) in [subrule 281—12.5\(5\)](#).
- Physical activity requirement for students in kindergarten through fifth grade (30 minutes per week) in [subrule 281—12.5\(19\)](#).

¹The State Board adopted the updated rule 281—12.9 on March 24, 2022, which become effective on May 25, 2022.

- Physical activity requirement for students in grades six through 12 (180 minutes per week) in [subrule 281—12.5\(19\)](#).
- Completion of the cardiopulmonary resuscitation (CPR) course requirement in [subrule 281—12.5\(20\)](#).
- Provisions for gifted and talented students in [subrule 281—12.5\(12\)](#) (required only for school districts).
- Provisions for at-risk students in [subrule 281—12.5\(13\)](#) (required only for school districts).
- Minimum school calendar requirements in [subrule 281—12.1\(7\)](#).

The exemptions are also provided in Appendix A: Exemptions Available next to their requirements.

Exemptions Not Available

It is important to note that approval to participate in the FS3 program does not exempt the school district or accredited nonpublic school from federal law or any other requirements of state law that are not specifically exempted by the director (281—IAC 12.9(5)).

Requirements

On behalf of the district’s school board or the nonpublic school’s authorities in charge, the school district’s superintendent or accredited nonpublic school’s head administrator must:

- Apply to participate in the program by completing the initial application by May 30 of the year before it wishes to begin the FS3 program (281—IAC 12.9(4));
- Submit an annual report to the Department on the status of the program by May 30 of each year following program implementation (281—IAC 12.9(6)); and
- Complete the renewal application (if applicable) by May 30 of the year prior to the expiration of the initial application (281—IAC 12.9(7)).

The following sections provide additional detail on these requirements.

Completing the Initial Application

By May 30 of the year before it wishes to begin the FS3 program, the district’s superintendent or accredited nonpublic school’s head administrator must complete the Flexible Student and School Support Program Application in the Consolidated Accountability and Support Application (CASA) on behalf of the district’s school board or the nonpublic school’s authorities in charge. The application is located in the Applications and Waivers folder in the CASA.

APPLICATION REQUIREMENTS

Iowa Administrative Code requires the Department to develop an application that includes all of the following:

- A description of the proposed educational program, including evidence used to design the program and evidence of involvement of board members, parents, students, community members, and staff in the development of the program;
- Program goals and measures of program effectiveness and success, including student success and performance;
- A plan for program administration, including the use of personnel, facilities, and funding;
- A plan for evaluation of the proposed program on at least an annual basis, including a plan for program revisions (if necessary); and
- The estimated financial impact of the program on the school district or nonpublic school (281—IAC 12.9(4)).

APPLICATION CONTENT

The Department will collect the following information as part of the initial application:

1. Select the requirement(s) from which the district or accredited nonpublic school requests exemption (check all that apply).
 - Education program requirements for grades 1-6
 - Education program requirements for grades 7-8
 - Education program requirements for grades 9-12 (also referred to as “Offer-and-teach”)
 - Physical activity requirement for students in K-5 (30 minutes per week)
 - Physical activity requirement for students in grades 6-12 (180 minutes per week)
 - Completion of the CPR course requirement by the end of 12th grade
 - Provisions for gifted and talented students (required only for school districts)
 - Provisions for at-risk students (required only for school districts)
 - Minimum school calendar requirements
2. Indicate the duration of time for which you are requesting the exemption.
 - 1 year
 - 2 years
 - 3 years
3. Describe the proposed educational program (limited to 2,000 characters). The description must include all of the following:
 - a. A brief summary of the evidence used to design the proposed educational program, including how each evidence-based practice will be:
 - i. Implemented in innovative ways to enhance student learning, well-being, and postsecondary success; and
 - ii. Adapted to ensure that it is appropriate for the district or school’s circumstances and populations.
 - b. An explanation of how board members, parents, students, community members, and staff were involved in the development of the proposed educational program.

This response may include uploading supporting data charts and/or graphs, research documents, and other information.

4. Identify the proposed educational program's goals and measures of program effectiveness and success, including student success and performance. For this question, a district or accredited nonpublic school must make a copy of the [action plan template](#), complete it, and upload the finished action plan to the question.
5. Describe what the district or accredited nonpublic school strives to accomplish as a result of receiving the requested exemption(s) (limited to 2,000 characters). This response must address all the following:
 - a. How each exemption is an essential part of the proposed educational program to support student learning, well-being, and postsecondary success;
 - b. Why each exemption is necessary for the success of the program; and
 - c. How the educational program is broadly consistent with the intent of the requirement(s) for which exemption is requested.
6. Describe the district's or school's plan to administer the proposed educational program, including how it will use personnel, facilities, and funding (limited to 1,000 characters).
7. Provide a plan for evaluation of the proposed program on at least an annual basis, including a plan for program revisions (if necessary; limited to 1,000 characters).
8. Indicate what the estimated cost difference would be if granted the requested exemption(s) (limited to 500 characters). This response may include an upload of anticipated itemized program costs.

Submit Annual Report by May 30

By May 30 of each year following program implementation, the district's superintendent or accredited nonpublic school's head administrator must complete and submit an annual report on behalf of the district's school board or the nonpublic school's authorities in charge. The Department will use this report to evaluate the program each year. The intended outcome(s) of the district's or accredited nonpublic school program will drive the evaluation. The Department will look for a demonstration that the program works under the conditions encountered in the field and evidence that the innovations are making a difference (at least showing promising progress) in student outcomes. The Department will reach out to the district or accredited nonpublic school with follow-up questions as needed.

ANNUAL REPORT CONTENT

The Department will collect the following information as part of the annual report:

1. A brief summary of the progress made on accomplishing the program goal(s), which references the measures of effectiveness provided in the initial application.
2. Evidence of the district's or accredited nonpublic school's annual evaluation of the education program. Evidence may include meeting minutes that show program progress was reviewed or data with a summary of how the data and program were reviewed.
3. A brief summary of the actual fiscal impact of FS3 participation for the last year and/or an upload of itemized program costs for the current compared to the previous year's costs.
4. A description of any issues the district or accredited nonpublic school may have encountered in implementing the program. If issues were encountered, the description must also address what adjustments or modifications the district or accredited nonpublic school plan to make going forward to address them. If the district or accredited nonpublic school did not encounter implementation issues or does not anticipate making any changes at this time, enter "NA."
5. Indicate whether the district or accredited nonpublic school plans to continue implementing the program in the upcoming school year (Yes or No).

FAILURE TO SHOW PROGRESS TOWARD PROGRAM GOALS: EXEMPTION REVOCATION

If the annual report or any other information available to the Department indicates that conditions no longer warrant the use of an exemption or funding from the school district's flexibility account, the Department's director may revoke approval of all or part of the district's or accredited nonpublic school's application or approved education program. In such a case, the Department's director must provide the district or accredited nonpublic school notice of revocation prior to the beginning of the school year for which participation is revoked (281—IAC 12.9(7)).

Submit the Renewal Application (If Applicable)

At the end of the approved exemption period (i.e., the amount of time requested in the initial application), the school district's superintendent or accredited nonpublic school's head administrator may submit a new application to have the same FS3 program renewed for up to three years on behalf of the district's school board or the nonpublic school's authorities in charge (281—IAC 12.9(7)). The renewal application must be submitted no later than May 30 of the year preceding the school year for which the renewed program is requested to begin.

RENEWAL APPLICATION CONTENT

The renewal application will include the same general questions as the initial application, but with some minor alterations. For example, the description of the renewed educational program must include a rationale to continue based on data from the previous cycle and an upload of the previous year's annual report.

Frequently Asked Questions

1. What is the FS3 program?

The FS3 program is not a pass to "not" meet the minimum educational program and/or school calendar requirements; instead, it is meant to meet the same objectives but in a different, innovative way that enhances student learning, well-being, and postsecondary success.

2. What are the benefits?

The FS3 program benefit(s) differ for school districts and accredited nonpublic schools. For an approved accredited nonpublic school, the benefit of participation is exemption from one or more of the general accreditation requirements outlined in #3. For an approved school district, the benefits of participation include: exemption from one or more of the general accreditation requirements outlined in #3 and authority to use funds from the school district's flexibility account under [Iowa Code section 298A.2, subsection 2](#) to implement all or part of the FS3 program (281—IAC 12.9(3)).

Benefit	Approved Accredited Nonpublic School	Approved School District
Exemption from one or more of the general accreditation requirements	Yes	Yes
Authority to use funds from the school district's flexibility account under Iowa Code section 298A.2, subsection 2 to implement all or part of the FS3 program	No	Yes

3. What exemptions are available? May a district or accredited nonpublic school apply for multiple exemptions in one application?

The Department's director may exempt a district or accredited nonpublic school from one or more of the following requirements to implement evidence-based practices:

- Education program requirements for grades one through six in subrule 281—12.5(3).
- Education program requirements for grades seven and eight in subrule 281—12.5(3).
- Education program requirements for grades nine through 12 (also referred to as "Offer-and-teach") in subrule 281—12.5(5).
- Physical activity requirement for students in kindergarten through fifth grade (30 minutes per week) in subrule 281—12.5(19).
- Physical activity requirement for students in grades six through 12 (180 minutes per week) in subrule 281—12.5(19).
- Completion of CPR course requirement in subrule 281—12.5(20).
- Provisions for gifted and talented students in subrule 281—12.5(12).
- Provisions for at-risk students in subrule 281—12.5(13).
- Minimum school calendar requirements in subrule 281—12.1(7).

Yes. One or more exemptions may be requested in a single application.

4. What are the determining criteria for approval?

Subrule 281—12.9(2) requires the Department's director to only grant the school district or accredited nonpublic school an exemption if the director deems that the exemption request is:

- An essential part of an educational program to support student learning, well-being, and postsecondary success;
- Necessary for the success of the program; and

- Broadly consistent with the intent of the requirement(s) for which exemption is being requested.

5. What does “evidence-based” mean? Where can I find a list of evidence-based practices?

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), defines “evidence-based” as an activity, strategy, or intervention that—

- (i) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) Strong evidence from at least 1 well designed and well implemented experimental study;
 - (II) Moderate evidence from at least 1 well designed and well implemented quasi-experimental study; or
 - (III) Promising evidence from at least 1 well designed and well implemented correlational study with statistical controls for selection bias; or
- (ii) (I) Demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention (ESEA § 8101(21)(A)).

Refer to the Department’s August 2021 [Reviewed Evidence-Based Practices and Critical Learning Concepts](#) for additional information and a list of evidence-based practices.

6. What does implementing an evidence-based practice in an “innovative way” mean?

It means to approach something differently with a commitment to excellence and improvement. It involves finding new methods to approach problems or procedures to produce results that change or challenge the status quo. In education, this means looking for ways to think differently to improve student outcomes.

7. Who is eligible to participate in the FS3 program? Who requests the exemption?

If approved, a school district and accredited nonpublic school may participate in the FS3 program (281—IAC 12.9(1)).

Only the school district’s superintendent or accredited nonpublic school’s head administrator may apply on behalf of the district’s school board or the nonpublic school’s authorities in charge to participate in the FS3 program and, therefore, the exemption(s) (281—IAC 12.9(1)).

8. When is the deadline to apply?

The school district’s superintendent or accredited nonpublic school’s head administrator must apply on behalf of the district’s school board or the nonpublic school’s authorities in charge by May 30 of the year before it wishes to begin the FS3 program.

9. How long may the request be granted?

It depends on what is requested in the initial application. The district or accredited nonpublic school may request to participate in the FS3 program for up to three years (281—IAC 12.9(1)).

10. At the end of the approved exemption period, may the district or accredited nonpublic school apply to have the same FS3 program renewed and the exemption(s) extended?

Yes. The district or accredited nonpublic school’s FS3 participation and related exemption(s) may be renewed for additional periods of years, each not to exceed three years (281—IAC 12.9(7)).

11. What are the reporting requirements?

The district or accredited nonpublic school must complete an annual report updating the status and include, if necessary, a plan for program revisions. The annual report must be submitted no later than May 30 of each year following program implementation.

12. May the FS3 program be revoked?

If the annual report or any other information available to the Department indicates that conditions no longer warrant use of an exemption or funding from the school district's flexibility account, the director may revoke approval of all or part of the district's or accredited nonpublic school's application or approved education program. In such a case, the Department's director must provide the district or accredited nonpublic school notice of revocation prior to the beginning of the school year for which participation is revoked (281—IAC 12.9(7)).

Questions and Additional Guidance

If you have questions, please contact Destiny Eldridge at destiny.eldridge@iowa.gov or 515-822-2554. For additional FS3 program guidance and information, please visit the Department's [Applications for Waivers and Exemptions webpage](#) and review the following resources:

- [Division I of HF 847](#) – Provides the legislation that authorized the FS3 program.
- [School Improvement and Accreditation Legislative Changes 2021](#) (page 15) – Provides the provisions of the FS3 program (along with relevant notes) in table form.
- [Adopted Revised Rules \(Effective May 25, 2022\)](#) – Links to the revised chapter 12 rules that were adopted at the Iowa State Board of Education's March 2022 meeting.
- [Chapter 12 rules](#) – Links to Iowa's general accreditation standards rules, which will update to include the revised rules (e.g., [rule 281—12.9](#)) once they become effective on May 25, 2022.
- Appendix A: Exemptions Available – Outlines the exemptions available under this program in table form.
- [School District Fund Structure \(Iowa Code § 298A.2\)](#) – Provides the statutory language for district school flexibility accounts.
- [Reviewed Evidence-Based Practices and Learning Concepts](#) – Provides a list of evidence-based practices and additional information.

Appendix A: Exemptions Available

Requirement	Required Without Exemption?
<p>12.5(3) <i>Elementary program, grades 1-6.</i> The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art. Computer science instruction incorporating the standards established under rule 281—12.11(256) shall be offered in at least one grade level commencing with the school year beginning July 1, 2023.</p> <p>In implementing the elementary program standards, the following general curriculum definitions shall be used.</p> <p><i>a. English-language arts.</i> English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.</p> <p><i>b. Social studies.</i> Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.</p> <p><i>c. Mathematics.</i> Mathematics instruction shall include number sense and numeration; concepts and computational skills with whole numbers, fractions, mixed numbers and decimals; estimation and mental arithmetic; geometry; measurement; statistics and probability; and patterns and relationships. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.</p> <p><i>d. Science.</i> Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.</p> <p><i>e. Health.</i> Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.</p> <p><i>f. Physical education.</i> Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.</p>	<p><i>Districts:</i> Yes.</p> <p><i>Nonpublics:</i> Yes.</p>

Requirement	Required Without Exemption?
<p><i>g. Traffic safety.</i> Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.</p> <p><i>h. Music.</i> Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world’s musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.</p> <p><i>i. Visual art.</i> Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.</p>	
<p>12.5(4) Junior high program, grades 7 and 8. The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes. Computer science instruction incorporating the standards established under rule 281—12.11(256) shall be offered in at least one grade level commencing with the school year beginning July 1, 2023.</p> <p>In implementing the junior high program standards, the following general curriculum definitions shall be used.</p> <p><i>a. English-language arts.</i> Same definition as in 12.5(3)“a” with the exclusion of handwriting.</p> <p><i>b. Social studies.</i> Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be infused.</p> <p><i>c. Mathematics.</i> Mathematics instruction shall include number and number relationships including ratio, proportion, and percent; number systems and number theory; estimation and computation; geometry; measurement; statistics and probability; and algebraic concepts of variables, patterns, and functions. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.</p> <p><i>d. Science.</i> Same definition as in 12.5(3)“d.”</p> <p><i>e. Health.</i> Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the</p>	<p><i>Districts:</i> Yes.</p> <p><i>Nonpublics:</i> Yes, but paragraphs i, j, and k do not apply.</p>

Requirement	Required Without Exemption?
<p>characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.</p> <p><i>f. Physical education.</i> Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.</p> <p><i>g. Music.</i> Same definition as in 12.5(3)“h” with the addition of using music as an avocation or vocation.</p> <p><i>h. Visual art.</i> Same definition as in 12.5(3)“i” with the addition of using visual arts as an avocation or vocation.</p> <p><i>i. Family and consumer education.</i> Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school and community, including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health. <u>This subrule shall not apply to nonpublic schools.</u></p> <p><i>j. Career education.</i> Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives. <u>This subrule shall not apply to nonpublic schools. However, nonpublic schools shall comply with subrule 12.5(7).</u></p> <p><i>k. Technology education.</i> Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students’ career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society. <u>This subrule shall not apply to nonpublic schools.</u></p> <p><i>l. Secondary credit.</i></p> <p>(1) An individual pupil in a grade that precedes ninth grade may take a course for secondary credit if all of the following are true:</p> <ol style="list-style-type: none"> 1. The pupil satisfactorily completes the course. 2. The course is taught by a teacher licensed by the Iowa board of educational examiners for grades 9 through 12 and endorsed in the subject area. 3. The course meets all components listed in subrule 12.5(5) for the specific curricular area. 4. The board of the school district or the authorities in charge of the nonpublic school have developed enrollment criteria that a student must meet to be enrolled in the course. <p>(2) If a student meets the requirement of subparagraph 12.5(4)“l”(1), the school district or accredited nonpublic school of enrollment shall issue high school credit for the unit to the student unless the student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit</p>	

Requirement	Required Without Exemption?
<p>completed by the student does not meet the school district’s or accredited nonpublic school’s standards, as appropriate. If a student is denied credit under this paragraph, the school district or accredited nonpublic school denying credit shall provide to the student’s parent or guardian in writing the reason for the denial. If credit is awarded under this paragraph, the credit must apply toward graduation requirements of the district or accredited nonpublic school.</p>	
<p>12.5(5) High school program, grades 9-12. In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5)“c”; science, five units; health, one unit; physical education, one unit; fine arts, three units; world language, four units; and vocational education, 12 units as specified in 12.5(5)“i.” Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.</p> <p>In implementing the high school program standards, the following curriculum standards shall be used.</p> <p><i>a. English-language arts (six units).</i> English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.</p> <p><i>b. Social studies (five units).</i> Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students’ knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth’s physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition of</p>	<p><i>Districts:</i> Yes, but paragraph j does not apply:</p> <p><i>Nonpublics:</i> Yes, but paragraph i does not apply:</p>

Requirement	Required Without Exemption?
<p>graduation, complete a minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.</p> <p><i>c. Mathematics (six units).</i> Mathematics instruction shall include:</p> <p>(1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included for each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.</p> <p>(2) Two additional units shall be taught. These additional units may include mathematical content as identified in, but not limited to, paragraphs 12.5(3)“c,” 12.5(4)“c,” and 12.5(5)“c”(1). These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.</p> <p><i>d. Science (five units).</i> Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.</p> <p><i>e. Health (one unit).</i> Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.</p> <p><i>f. Physical education (one unit).</i> Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.</p> <p>All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:</p> <p>(1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student’s absence from the school premises during the school day.</p> <p>(2) The student is enrolled in academic courses not otherwise available.</p>	

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<p>(3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.</p> <p>Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement.</p> <p>A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.</p> <p>The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.</p> <p><i>g. Fine arts (three units).</i> Fine arts instruction shall include at least two of the following:</p> <p>(1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.</p> <p>(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.</p> <p>(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.</p> <p>(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.</p> <p><i>h. World language (four units).</i> The world language program shall be a four-unit sequence of uninterrupted study in at least one language, which may include American Sign Language. World language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction; and cultural awareness.</p> <p>All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a</p>	

Requirement	Required Without Exemption?
<p>schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.</p> <p><i>i. Vocational education—school districts (three units each in at least four of the six service areas).</i> A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.</p> <p>The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281—subrule 46.7(10), paragraph “g.”</p> <p>(1) A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):</p> <p>(2) “Agricultural education programs” prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.</p> <p>(3) “Business and office education programs” prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.</p>	

Requirement	Required Without Exemption?
<p>(4) “Health occupations education programs” prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.</p> <p>(5) “Home economics education programs” encompass two categories of instructional programs:</p> <ol style="list-style-type: none"> 1. “Consumer and family science” programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles. 2. “Home economics occupations programs” prepare individuals for paid employment in such home economics-related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide. <p>(6) “Industrial education programs” encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.</p> <p>(7) “Marketing education programs” prepare individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.</p> <p>(8) “Sequential unit” applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule 12.5(18).</p> <p>(9) “Competency” is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as</p>	

Requirement	Required Without Exemption?
<p>the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.</p> <p>(10) “Minimum competency lists” contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in 281—subrule 46.7(2) to develop local competencies.</p> <p>(11) “Clinical experience” involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.</p> <p>“Field training” is an applied learning experience in a nonclassroom environment under the supervision of an instructor.</p> <p>“Lab training” is experimentation, practice or simulation by students under the supervision of an instructor.</p> <p>“On-the-job training” is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.</p> <p>(12) “Coring” is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.</p> <p>(13) “Articulation” is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit.</p> <p>(14) “Multioccupational courses” combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.</p> <p><i>j. Vocational education/nonpublic schools (five units).</i> A nonpublic school which provides an educational program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.</p>	

Requirement	Required Without Exemption?
<p><i>k. Personal finance literacy (one-half unit).</i> All students shall complete at least one-half unit of personal finance literacy as a condition of graduation.</p> <p>(1) The curriculum shall, at a minimum, address the following:</p> <ol style="list-style-type: none"> 1. Savings, including emergency fund, purchases, and wealth-building. 2. Understanding investments, including compound and simple interest, liquidity, diversification, risk-return ratio, certificates of deposit, money market accounts, single stocks, bonds, mutual funds, rental real estate, annuities, commodities, and futures. 3. Wealth-building and college planning, including long-term and short-term investing using tax-favored plans, individual retirement accounts and payments from such accounts, employer-sponsored retirement plans and investments, public and private educational savings accounts, and uniform gifts and transfers to minors. 4. Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, and the marketing of debt, especially to young people. 5. Consumer awareness of the power of marketing on buying decisions including 0 percent interest offers; marketing methods, including product positioning, advertising, brand recognition, and personal selling; how to read a credit report and correct inaccuracies; how to build a credit score; how to develop a plan to deal with creditors and avoid bankruptcy; and the federal Fair Debt Collection Practices Act. 6. Financial responsibility and money management, including creating and living on a written budget and balancing a checkbook; basic rules of successful negotiating and techniques; and personality or other traits regarding money. 7. Insurance, risk management, income, and career decisions, including career choices that fit personality styles and occupational goals, job search strategies, cover letters, résumés, interview techniques, payroll taxes and other income withholdings, and revenue sources for federal, state, and local governments. 8. Different types of insurance coverage including renters, homeowners, automobile, health, disability, long-term care, identity theft, and life insurance; term life, cash value and whole life insurance; and insurance terms such as deductible, stop-loss, elimination period, replacement coverage, liability, and out-of-pocket. 9. Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages. <p>(2) One-half unit of personal finance literacy may count as one-half unit of social studies in meeting the requirements of paragraph 12.5(5)“b,” though the teacher providing personal finance literacy coursework that counts as one-half unit of social studies need not hold a social studies endorsement.</p> <p>(3) Units of coursework that meet the requirements of any combination of coursework required under paragraph 12.5(5)“b,”“c,” or “h” and incorporate the curriculum required under subparagraph 12.5(5)“k”(1) shall be deemed to satisfy the offer-and-teach requirements of this paragraph, and a student who completes such units shall be deemed to have met the graduation requirement of this paragraph.</p>	

Requirement	Required Without Exemption?
<p><i>I. Computer science (one-half unit).</i> Commencing with the school year beginning July 1, 2022, the one-half unit of computer science shall incorporate the standards established under rule 281—12.11(256) and may be offered online in accordance with 281—Chapter 15.</p>	
<p>12.5(19) <i>Physical activity requirement.</i> Subject to the provisions of subrule 12.5(6), physically able pupils in kindergarten through grade 5 shall engage in physical activity for a minimum of 30 minutes each school day. Subject to the provisions of subrule 12.5(6), physically able pupils in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.</p> <p>a. This requirement may be met by pupils in grades 6 through 12 by participation in the following activities including, but not limited to:</p> <ol style="list-style-type: none"> (1) Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union; (2) School-sponsored marching band, show choir, dance, drill, cheer, or similar activities; (3) Nonschool gymnastics, dance, team sports, individual sports; or (4) Similar endeavors that involve movement, manipulation, or exertion of the body. <p>b. When the requirement is to be met in full or in part by a pupil using one or more nonschool activities, the school or school district shall enter into a written agreement with the pupil. The agreement shall state the nature of the activity and the starting and ending dates of the activity and shall provide sufficient information about the duration of time of the activity each week. The agreement shall also be signed by the school principal or principal’s designee and by at least one parent or guardian of the pupil if the pupil is a minor. The pupil shall sign the agreement, regardless of the age of the pupil. The agreement shall be effective for no longer than one school year. There is no limit to the number of agreements that a school or school district may have with any one pupil during the enrollment of the pupil.</p> <p>c. In no event may a school or school district reduce the regular instructional time, as defined by “unit” in subrule 12.5(14), for any pupil to enable the pupil to meet the physical activity requirement. However, this requirement may be met by physical education classes, activities at recess or during class time, and before- or after-school activities.</p> <p>d. Schools and school districts must provide documentation that pupils are being provided with the support to complete the physical activity requirement. This documentation may be provided through printed schedules, district policies, student handbooks, and similar means.</p>	<p><i>Districts:</i> Yes.</p> <p><i>Nonpublics:</i> Yes.</p>
<p>12.5(20) <i>Cardiopulmonary resuscitation course completion requirement.</i> Subject to the provisions of subrule 12.5(6), at any time prior to the end of twelfth grade, every pupil physically able to do so shall have completed a psychomotor course that leads to certification in cardiopulmonary resuscitation. A school or school district administrator may waive this requirement for any pupil who is not physically able to complete the course. A course that leads to certification in CPR may be taught during the school day by either a school or school district employee or by a volunteer, as long as the person is certified to teach a course that leads to certification in CPR. In addition, a school or school district shall accept</p>	<p><i>Districts:</i> Yes.</p> <p><i>Nonpublics:</i> Yes</p>

Requirement	Required Without Exemption?
<p>certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that this requirement has been met by a pupil. A school or school district shall not accept auditing of a CPR course, nor a course in infant CPR only. This subrule is effective for the graduating class of 2011-2012.</p>	
<p>12.5(12) <i>Provisions for gifted and talented students.</i> Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.</p>	<p><i>Districts:</i> Yes. <i>Nonpublics:</i> No.</p>
<p>12.5(13) <i>Provisions for at-risk students.</i> Each school district shall make provision for meeting the needs of at-risk students: valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.</p> <p>Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children.</p>	<p><i>Districts:</i> Yes. <i>Nonpublics:</i> No.</p>
<p>12.1(7) <i>Minimum school calendar: set by annual hours or days of instruction.</i> The board of directors of a school district and the authorities in charge of an accredited nonpublic school shall adopt a school calendar that sets the number of days or hours of required attendance for student instruction, staff development and in-service time, and time for parent-teacher conferences. Prior to adopting the school calendar, the board of directors of a school district shall hold a public hearing on any proposed school calendar. The board and authorities in charge of an accredited nonpublic school shall notify the department annually of their decision to have a calendar based on days or based on hours. The length of the school calendar does not dictate the length of contract hours or days of employment for instructional and noninstructional staff. Time recorded under either a days or hours calendar system may include passing time between classes but shall exclude the lunch period. Time spent on parent-teacher conferences shall be considered instructional time. The school calendar may be operated any time during the school year of July 1 to June 30 as defined by Iowa Code section 279.10 as amended by 2013 Iowa Acts, House File 215, section 81. A minimum of 180 days or 1,080 hours of instruction shall be set in the school calendar, for school districts and accredited nonpublic schools beginning no sooner than a day during the</p>	<p><i>Districts:</i> Yes. <i>Nonpublics:</i> Yes.</p>

Requirement	Required Without Exemption?
<p>calendar week in which the first day of September falls, and shall be used for student instruction. However, if the first day of September falls on a Sunday, school may begin any day during the calendar week preceding September 1. These 180 days shall meet the requirements of “day of school” for those districts or accredited nonpublic schools that are utilizing a schedule based on days, defined in paragraph 12.1(8)“a,” “minimum school day” defined in subrule 12.1(9), and “day or hour of attendance” defined in subrule 12.1(10). (Exception: A school or school district may, by board policy, excuse graduating seniors up to five days or 30 hours of instruction after school or school district requirements for graduation have been met.) If additional days are added to the regular school calendar because of inclement weather, a graduating senior who has met the school district’s requirements for graduation may be excused from attendance during the extended school calendar. A school district may begin employment of instructional and noninstructional staff, for in-service training and development purposes, earlier than the first day of school. A school or school district choosing a schedule based on hours shall follow the definition of “hour of school” set forth in paragraph 12.1(8)“b.”</p>	