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**Policy Statement : Future Goals
for Public Schools in Iowa**

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Iowa. Education



POLICY STATEMENT

Future Goals for Public Schools in Iowa

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A POLICY STATEMENT OF THE STATE BOARD OF PUBLIC INSTRUCTION
ON
FUTURE GOALS FOR THE PUBLIC SCHOOLS OF IOWA

Elementary and Secondary Schools

The State Board of Public Instruction believes that all school districts should move toward the goal of providing equal educational opportunities for all children. This policy statement is presented so that the people of Iowa may become acquainted with a minimum educational program designed to meet the needs of the children. Our schools must do as much as possible to provide a basic education for all and to help develop the special interests, needs, talents and abilities of the individuals who attend these schools.

Elementary Program

The program provided in all elementary schools, kindergarten through grade six, should include the following:

- (1) Language Arts, including reading, handwriting, spelling, oral and written English, and literature;
- (2) Social Studies, including geography, history of the United States and Iowa, and American citizenship;
- (3) Mathematics;
- (4) Science, including conservation of natural resources;
- (5) Health and Physical Education, including the harmful effects of narcotics and their illegal use and the effects of the use of alcoholic beverages;
- (6) Music, Arts and Crafts;
- (7) Safety, Fire Prevention and First Aid.

The organization of the foregoing subjects in the educational program should be such that approximately two-thirds (2/3) of the time will be allotted to the teaching

of language arts, mathenatics, social studies, science and health; approximately one-sixth (1/6) of the time will be allotted to art, music, directed recreation and physical education; and the remaining time will be devoted to problems in daily living and individual help.

Junior High School Program

The junior high school program (grades 7, 8, and 9) should include the following offerings:

- Nine (9) Semesters Language Arts, including reading and speech
- Six (6) Semesters Social Studies
- Six (6) Semesters Science
- Six (6) Semesters Mathematics
- Six (6) Semesters Physical Education and Health
- Three (3) Semesters Industrial Arts
- Three (3) Semesters Homemaking
- Two (2) Semesters Music
- One (1) Semester Art

High School Program

The high schools of Iowa should, as a minimum, offer and teach annually the following:

- Four (4) Years English
- Four (4) Years Mathematics
- Four (4) Years Science, including physics and chemistry
- Four (4) Years Social Studies, including American history, American government, and either American problems or economics and sociology

- Four (4) Years Physical Education
- Three (3) Years Business Education, including typewriting
- Three (3) Years One Modern Foreign Language
- Three (3) Years Vocational Education
- Two (2) Years Homemaking
- Two (2) Years Industrial Arts
- Two (2) Years Music
- One (1) Year Art

The minimum of three units of vocational education may be met by offering and teaching each year at least three units in agriculture, or distributive education, or trade and industrial training, or in lieu thereof, four units each in industrial arts and business education, and three units of homemaking.

(NOTE: School systems in which the ninth grade is operated as part of the junior high school may reduce the total units offered in grades ten, eleven, and twelve by a number equal to the total units offered in grade nine.)

In addition, the educational program should be so organized and developed to provide in each elementary, junior high, and senior high school, appropriate learning experiences for all children through such special considerations as classes and services for handicapped or exceptional pupils, remedial classes, guidance and counseling services, library services, and school health services. Some of these services may be provided through county boards of education or intermediate school units.

The value of the educational program in a school is influenced to a great extent by a number of important factors. Provision must be made in all districts to furnish competent and dedicated administrators and teachers. Pleasant, comfortable and functional facilities are needed. Equipment, instructional facilities,

libraries and teaching materials must be adequately provided to insure that the teaching staff and pupils will have the educational tools with which to work.

Reorganization of School Districts

In 1947 the General Assembly of Iowa declared it to be the policy of the State to encourage the reorganization of school districts into such units as are necessary, economical and efficient and which will insure an equal educational opportunity to all children of the State. (Chapter 275.1, Code of Iowa) The basic objective of this policy is to secure the formation of school districts in all areas of the State which contain within their respective boundaries one or more elementary attendance centers and at least one adequate secondary school (grades 7-12). Each district should be so organized that the full potential of the area in providing for the education of all of its children is realized.

The school district population should be large enough to support an effective comprehensive high school. The three main objectives of such a high school are:

- (1) To provide a general education for all future citizens;
- (2) To provide adequate elective programs for those who wish to use their acquired skills immediately upon graduation;
- (3) To provide satisfactory programs for those whose vocations will depend on their later education in a college or university.

Experience has shown that an enrollment of at least 100 per grade is required in a secondary school to make reasonably efficient utilization of the staff. With the trend toward a decreasing population in some rural areas, it is important that enrollment prospects for at least a decade ahead be considered in planning new school districts.

Factors which determine the size of an adequate school district are:

- (1) Size of the various attendance units necessary to achieve a sound educational program for all children;
- (2) Ability of a given area to provide a satisfactory base of financial support;
- (3) Interest and ability of the area to provide the necessary lay leadership;
- (4) Proper consideration for efficient and economical use of specialized and administrative personnel;
- (5) Reasonable transportation possibilities within a given geographic area.

It is recognized that these factors cannot be presently applied with equal effect and results in all areas of the state.

Courses Required at Present

Present requirements for high school offerings as defined in the Standards for Approval of School Districts include twenty-seven (27) units as follows:

- Two (2) Units Business Education, including typewriting
- Four (4) Units English
- Two (2) Units One Modern Foreign Language
- One (1) Unit Homemaking
- Two (2) Units Industrial Arts
- Four (4) Units Mathematics
- One (1) Unit Music
- One (1) Unit Physical Education (1/8 unit each semester
required of each pupil)

Four (4) Units Science, including physics and chemistry

Four (4) Units Social Studies, including American history,
American government, and either
American problems or economics
and sociology

Two (2) Units Vocational Education, which may be met by
offering and teaching each year at
least two (2) units in agriculture, or
distributive education, or trade and
industrial training, approved by the
Division of Vocational Education,

or in lieu thereof, the following:
three (3) units in industrial arts,
three(3) units in homemaking, and
four (4) units in business education.

ADOPTED BY THE BOARD, JUNE 15, 1961 .

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