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Proposed accreditation standards for  
Iowa schools.

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PROPOSED ACCREDITATION STANDARDS

FOR

IOWA SCHOOLS

April 1987

The State Board of Education

Lucas DeKoster, President, Hull  
Dianne L.D. Paca, Vice President, Garner  
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## INTRODUCTION

The 1985 Session of the Iowa General Assembly passed House File 686. Section 4 of that statute, in its entirety, reads as follows:

Sec. 4. NEW SECTION. 257.45 STANDARDS FOR APPROVED SCHOOLS.

Commencing July 1, 1985, the state board shall review the standards contained in section 257.25, shall review current literature relating to effective schools and learning environments, and shall consult with representatives from the higher education institutions, area education agencies, school board members, school administrators, teachers, parents, students, members of business, industry and labor, other governmental agencies, associations interested in education, and representatives of communities of various sizes to develop standards for approved schools and school districts that encompass, but are not limited to the following general areas:

1. Objectives and assessment procedures for teaching specific competencies related to higher order thinking skills, learning skills, and communication skills.
2. Integration of the applications of current technologies into the general curriculum.
3. Procedures for curriculum development and refinement.
4. Staff development processes.
5. A performance evaluation process for personnel.
6. Use of support staff.
7. A specific number of hours per year for students to be engaged in formal academic instruction.
8. Learning opportunities for students whose needs are not met in the conventional classroom.
9. Career exploration activities and specific vocational education programs.
10. Curriculum standards that include the coordination of extracurricular and academic education goals.
11. Student responsibility and discipline policies.
12. Needs assessments and development of long-range plans as provided for in section 280.12.
13. Community and parent involvement in the education process.



14. Communication with business, industry, labor, and higher education regarding their expectations for adequate student preparation.

Notwithstanding the standards included in section 257.25, not later than July 1, 1987, the state board shall adopt new standards for approved schools. The standards shall be adopted under chapter 17A and shall require that schools and school districts meet the standards adopted by the state board not later than July 1, 1989.

Following adoption of the standards, the department of public instruction [now the department of education] shall assist schools and school districts to comply with the standards.

The state board, in consultation with the boards of directors and the administration of the school districts, shall determine not later than July 1, 1989, on the basis of evidence submitted by the school districts, which school districts meet the approval standards adopted by the state board.

Thereafter the state board shall require that once every three years schools and school districts submit evidence that they meet the approval standards. One third of the schools and school districts shall be reviewed each year.

In response to that mandate, the State Board appointed a task force composed of the presidents and executive directors, if any, of the following education-related state organizations:

1. The Iowa Association of School Boards
2. The Iowa Association of School Administrators
3. The Educational Administrators of Iowa (principals)
4. The Iowa State Education Association
5. The Iowa Congress of Parents and Teachers
6. The Iowa Association of Nonpublic School Administrators
7. The Iowa Association of Colleges of Teacher Education
8. The Iowa Association for Supervision and Curriculum Development

In addition, three State Board members--Lucas DeKoster, Karen Goodenow, and John Moats--served on the Task Force with Mr. DeKoster serving as chairperson. David Bechtel, administrator, Division of Administrative Services, acted as staff liaison to the Task Force.

Numerous meetings of the Task Force were held, and many portions of the proposed Accreditation Standards for Iowa Schools resulted from those meetings. In addition, a Department of Education in-house committee and the Director made suggestions for items to be included, most of which were ultimately added.

The document as presented here is the State Board's final "draft" for discussion purposes at the 16 informational meetings scheduled throughout the month of April. Following those meetings, the State Board will review



the issues and questions raised and prepare a draft for final consideration at its June 11-12, 1987 meeting. It is expected that the State Board will take action at that meeting to respond to the mandate that "not later than July 1, 1987, the state board shall adopt new standards for approved schools."

Following that decision, the State Board will file "Notice of Intended Action" to adopt these proposed Accreditation Standards for Iowa Schools as Administrative Rules. This process, which usually takes 90-120 days, involves appropriate publication, public hearings, review by the Administrative Rules Committee of the General Assembly, and review and approval by the Governor. The Accreditation Standards for Iowa Schools are to be operational by July 1, 1989.

The members of the State Board wish to express their deep appreciation to the members of the Task Force, the Department staff, and, in advance, to those who will attend and participate in the 16 informational meetings and the subsequent public hearings that will be a part of the Administrative Rules adoption procedure. Every attempt has been made to make a meaningful and substantive response to the legislative mandate. State Board members realize that there will not be universal agreement with the proposed Accreditation Standards for Iowa Schools, but the citizens of Iowa should know that the improvement of educational opportunities and programs for all of the state's children and youth has been the main thrust of the State Board's efforts in this activity.

#### The State Board of Education

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A SUMMARY OF THE MAJOR AREAS OF CHANGE  
IN PROPOSED ACCREDITATION STANDARDS FOR ICWA SCHOOLS

1. Establishes a minimum school calendar of 200 days--20 days for educational purposes involving instructional and noninstructional staff. [3.2(1)]
2. Sets the minimum length of the school day at 5 1/2 hours of instructional time. [3.2(3)]
3. Requires that with the start of the 1992 school year accredited schools provide pre-kindergarten programs. [3.2(7)]
4. Mandates that kindergarten be operated a minimum of 180 days per school year. Length of the school day set by board action. [3.2(6)]
5. Have process for the conduct of an ongoing needs assessment for establishing and updating short- and long-range plans and goals for the schools. This process is to assist the board in the development and evaluation of a statement of philosophy for the school and to determine the areas of student performance, knowledge, and attitude judged to be most crucial in terms of meeting school goals. [3.3(3)]
6. Board to have policy for establishment and operation of a school health services program. [3.3(9)]
7. Requires each board to adopt a performance evaluation process for school personnel. [3.3(4)]
8. Board to adopt policy to require administration to provide audit of instructional time for students and provide annual report to the board. [3.3(5)]
9. Requires each board to adopt policies and student responsibility and discipline. [3.3(8)]
10. Requires boards to employ individual to serve as superintendent--this person cannot also fill position of either elementary or secondary principal. [3.4(4)]
11. Requires boards to employ a principal at the elementary and secondary levels who hold the certification and endorsement requirements for the specific level of employment. [3.4(5) and 3.4(6)]
12. Require that each school offer and teach 41 units of credit in grades 9-12. (Increase from current 27-unit requirement). Specific changes from current requirements: [3.5(5)]
  - a) chemistry and physics to be taught each year--currently can be taught in alternating years. [3.5(5d)]



- b) one additional unit in science, social studies, mathematics, and two additional units in English-language arts. [3.5(5d), 3.5(5b), 3.5(5c), and 3.5(5a)]
  - c) four units of one foreign language--up from two units. [3.5(5h)]
  - d) elimination of substitution for athletic participation for physical education credit. [3.5(5f)]
  - e) ten units of vocation education--up from five units--with requirement of at least one unit in four out of the five major program areas. [3.5(5i)]
  - f) three units in fine arts--current requirement is more than one unit. [3.5(5g)]
  - g) one unit in health education--no specific requirement in current standards. [3.5(5e)]
13. Each school and school district shall:
- a) provide for understanding and utilization of current technologies in the delivery of their instructional program. [3.5(10)]
  - b) have program for meeting the needs of gifted and talented students. [3.5(11)]
  - c) have program to identify and provide special assistance to students who have the capacity for success but who have difficulty mastering the language, academic, cultural and social skills necessary to each educational levels of which they are capable. [3.5(12)]
14. Board to have policy for curriculum development, review and refinement with each curriculum area to have description of the goals, suggested instructional activities, material and content, and expected student outcomes for each level of instruction. Student assessment procedures shall be identified and the process for monitoring student progress identified. [3.5(13)]
15. Requires board to adopt a K-12 program of guidance and employ staff with the certification to function at the elementary and secondary levels. [3.5(20)]
16. Requires boards to establish and operate media services program to support K-12 curriculum, establish a media center in each attendance center, and to employ a qualified media specialist to supervise each media center. [3.5(21)]



## Chapter 3

### ACCREDITED SCHOOLS AND SCHOOL DISTRICTS

The following standards are the minimum requirements that must be met by an Iowa public school district to be accredited and remain in operation. A nonpublic school must meet the standards to be accredited for operation in Iowa. The standards are intended to fulfill the state's responsibility for making available an appropriate educational opportunity for each child of school age in Iowa. They are designed to ensure that each child has access to educational programs essential to his or her needs and abilities regardless of race, sex, handicapping condition, language, socio-economic background, or geographic location.

#### Division I

#### General Standards

##### 3.1 General Standards

**3.1(1) Educational Units Governed by Standards.** These standards govern the accreditation of all prekindergarten or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. "School" means prekindergarten, if offered, and any organizational pattern of kindergarten through grade twelve of an elementary-secondary education program.

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

**3.1(3) Application for Accreditation.** The board of any school or school district that is not accredited on the effective date of these standards and which seeks accreditation shall file an application on or before the first day of January of the school year preceding the school year for which accreditation is sought. Applications shall be filed with the director, department of education.

**3.1(4) Accredited Schools and School Districts.** Each school or school district receiving accreditation under the provisions of these standards shall remain accredited except when by action of the state board of education it is removed from the list of accredited schools maintained by the department of education in accordance with section 256.11(11) and section 256.11(12) of the Code.



3.1(5) **When Nonaccredited.** A school or school district shall be nonaccredited on the day after the date it is removed from the list of accredited schools by action of the state board of education.

3.1(6) **Exemption Request.** A board may request from the director of the department of education exemption from one or more of the requirements of the educational program specified in section 256.11(6) of the Code. Such a request shall meet all requirements of section 256.11(8) of the Code. It shall be granted only if the director determines that it is part of a planned, innovative curriculum project meeting the educational needs and interests of pupils and is broadly consistent with the intent of the educational program as defined in section 256.11(6) of the Code. The director shall require an annual review of the exemption; any renewal of the exemption shall be at the discretion of the director.

## Division II

### Definitions

3.2 **Definitions.** For purposes of these accreditation standards the following definitions shall be used.

3.2(1) **Minimum School Calendar and Day of Instruction.** The minimum length of the school calendar shall be two hundred days. The school calendar may be operated any time during the school year of July 1 through June 30 as defined by section 279.10 of the Code. A minimum of one hundred eighty days of the school calendar beginning no sooner than September 1 shall be used for student instruction. These days shall meet the definitions of "day of school" in section 3.2(2), "minimum school day" in section 3.2(3), and "day of attendance" in section 3.2(4). Of the remaining days in the school calendar a minimum of twenty days, excluding vacation and holidays, shall be used as determined by the board for other educational purposes involving instructional and noninstructional staff. All staff may be present during these days, but shall not be required to be present.

3.2(2) **Day of School.** A day of school is a day during which the school or school district is in session and pupils are under the guidance and instruction of the instructional professional staff. School shall be considered in session during activities such as field trips if pupils are engaged in school programs or activities under the guidance and direction of the instructional professional staff. All grade levels of the school or school district must be operated and available for attendance by all pupils. If a classroom or attendance center is closed for emergency health or safety reasons but the remainder of the school or school district is in operation, the day may be counted as a day of school.

3.2(3) **Minimum School Day.** A school day shall consist of a minimum of five and one-half hours of instructional time for all grades one through twelve. For prekindergarten, the length of the instructional school day shall be defined by the board. For kindergarten, the length of



the instructional school day shall be defined by the board but shall be more than one half the minimum day established for grades one through twelve. Passing time between classes may be counted as part of the five and one-half hour requirement. The school or school district may record a day of school with less than the minimum instructional hours if emergency health or safety factors require the dismissal of pupils on a specific day.

**3.2(4) Day of Attendance.** A day of attendance shall be a day during which a pupil was present and under the guidance and instruction of the instructional professional staff. A pupil shall not be counted in attendance during school calendar days designated by the board for certificated staff inservice programs or for parent-teacher conferences unless these are conducted outside the time required for a "minimum school day."

**3.2(5) Enrolled Pupil.** A pupil shall be considered enrolled after registering with the school or school district and taking part in the educational program.

**3.2(6) Kindergarten Programs.** Kindergarten programs of accredited schools and school districts shall consist of a minimum of one hundred eighty days of instruction as provided by section 3.2(1). As provided by section 3.2(3), the length of the instructional day for kindergarten shall be defined by the board. A nonpublic school is not required to offer kindergarten in order to be accredited.

**3.2(7) Prekindergarten Programs.** Starting with the school year beginning July 1, 1992, school districts shall provide prekindergarten programs for four-year-olds. The length of the instructional day shall be defined by the board as provided by section 3.2(3).

### Division III

#### Administration

**3.3 Administration.** The following standards shall apply to the administration of accredited schools and school districts.

**3.3(1) Board Records.** Each board shall adopt by written policy a system for maintaining accurate records. The system shall provide for recording and maintaining the minutes of all board meetings, coding all receipts and expenditures, and recording and filing all reports required by the Code or requested by the director of the department of education. Financial records shall be maintained in such a manner as to be easily audited according to accepted accounting procedures.

**3.3(2) Policy Manual.** The board shall develop and maintain a policy manual which provides a codification of its policy actions. This manual shall indicate the adoption date, the review date, and any revision date of each policy. Policies shall be reviewed at least every three years to



ensure relevance to current practices and compliance with the Code, administrative rules and decisions, and court decisions.

3.3(3) Needs Assessment, Statement of Philosophy, and Long-Range Plans. The board, in compliance with section 280.12 of the Code and as a standard for accreditation, shall adopt and implement a process for conducting an ongoing needs assessment for the school or school district. The needs assessment is not required annually but should be conducted so as to be in sequence with the cycle of accreditation established for the school or school district. Information obtained from this process shall be used by the board, in conjunction with other data, to establish and update both long- and short-range plans which include specific goals for meeting the identified needs. The purpose of the assessment process is twofold: first, to assist the board in developing and evaluating a statement of philosophy for the school or school district; and second, to determine the areas of student performance, knowledge, and attitudes which are judged to be most crucial in meeting school or district goals. As part of its assessment the board shall develop a process for communicating with business, industry, labor, and higher education regarding their expectations for adequate student preparation.

The statement of philosophy shall describe the board's beliefs about topics which shall include, but need not be limited to, the nature of learning, the purpose of the school or school district, the scope of educational experiences that the school or school district should provide, the nature of its learners, and a description of a desirable learning atmosphere.

While there are various procedures or models that may be used in conducting a needs assessment, the following basic steps shall be included. School goals shall be identified and stated in terms of what learners should do as a result of their schooling. The board shall determine which of these goals represent areas of basic skills in which students need to attain a certain mastery level to succeed in other school learnings. Such identified goals should be in the highest priority. School staff, students, parents, and community members shall be involved in determining which of the remaining goal areas (those beyond the basic skills areas) are most important by ranking these goals. Assessment procedures, including those persons responsible for assessment, shall be identified for goals in the basic skills areas, and performance criteria shall be established and reviewed.

In identifying and ranking school goals, specific consideration shall be given to the five-year plan for the achievement of educational goals in Iowa developed by the state board of education as required by section 256.7(4) of the Code.

As part of its needs assessment policy the board shall include provisions for keeping its various publics regularly informed of its policies, procedures, programs, and planning for the school or school district. This policy shall ensure involvement and consultation with students, parents, teachers, administrators, and representatives from the community in developing the various processes required by section 280.12 of the Code.



**3.3(4) Personnel Evaluation.** Each board shall adopt a performance evaluation process for school personnel which conforms to sections 260.33 and 279.14 of the Code. Personnel involved in evaluating teachers or other certificated personnel shall hold the evaluator approval.

**3.3(5) Instructional Time Audit.** The board shall by adopted policy require its administration to provide an audit of the availability of instructional time for students. Considerations in such an audit shall include, but need not be limited to, the patterns of employment and assignment of instructional professional staff; the relationship of the school organization and instructional methods to the availability of instructional time; identification of the responsibility for organizing and managing the instructional program, with specific attention to the effect of curriculum sequencing and integration on instructional time availability; and the effect of co-curricular and extracurricular activity programs on availability of instructional time.

The administration shall provide an annual report to the board on the availability of instructional time for students.

**3.3(6) Student Records.** Each board shall require its administrative staff to establish and maintain a system of pupil records. This system shall include a permanent office record for each pupil and a cumulative record for each pupil.

The permanent office record shall serve as a historical record of official information concerning the pupil's education. At a minimum it should reflect evidence of attendance and educational progress, provide an official transcript, have all base data for use in planning to meet educational needs, and provide all data for official school reports. This record is to be permanently maintained and stored in a fire-resistant safe or vault.

The cumulative record shall provide a continuous and current record of significant information on progress and growth. It should reflect information such as courses taken, scholastic progress, school attendance, personal characteristics and traits, physical and health record, experiences, interests, aptitudes, attitudes, abilities, honors, extracurricular activities, part-time employment, and future plans. It is the "working record" used by the instructional professional staff in understanding the pupil. At the request of a receiving school or school district, a copy of the cumulative record shall be sent to officials of that school when a pupil transfers.

The board shall adopt a policy concerning the accessibility and confidentiality of pupil records that complies with the provisions of the federal "Family Educational Rights and Privacy Act" of 1974, as amended, and chapter 22 of the Code.

**3.3(7) Standards for Graduation.** Each board providing a program through grade twelve shall adopt a policy establishing the requirements students must meet for high school graduation. This policy shall make provision for early graduation and shall be consistent with these standards and the Code.



**3.3(8) Student Responsibility and Discipline.** The board shall adopt student responsibility and discipline policies. In developing or revising such policies, the board shall involve parents, students, instructional and noninstructional professional staff, and community members. Student responsibility and discipline policies shall relate to the educational purposes of the school or school district. The policies shall include, but need not be limited to, attendance; use of tobacco and the use or possession of alcoholic beverages or any controlled substance; violent, destructive, and seriously disruptive behavior; suspension, expulsion, emergency removal, corporal punishment, and physical restraint; out-of-school behavior; participation in extracurricular activities; marital status and pregnancy; academic progress; and citizenship.

In developing and applying student responsibility and discipline policies, the board shall ensure due process rights for students and parents. In some instances this may require developing separate policies for students who have been identified as requiring special education programs and services.

The board shall also consider the potential of a disparate impact on students by virtue of race, sex, disability, or national origin.

The board shall publicize its support of these policies; its support of the staff in enforcing them; and the staff's accountability for implementing them.

**3.3(9) Health Services Program.** The board shall establish and operate a school health services program. The program shall be designed to help each student protect, improve, and maintain physical, emotional, and social well-being.

The board shall adopt a written policy concerning the operation of the health services program. The policy may include, but need not be limited to, staffing; health assessment; health promotion; screening for select conditions; health counseling; medication; communicable disease prevention and control; emergency procedures and responsibilities; acute or chronic health problems; environmental health and safety; record keeping; and program evaluation.

**3.3(10) Audit of School Funds.** This standard applies only to public school districts. The results of the annual audit of all public school district funds conducted by the state auditor or a private auditing firm shall be made part of the official records of the board.

**3.3(11) School System Organizational Structure.** The board shall officially adopt an organizational structure for the school(s) under its jurisdiction. This action shall be recorded in its minutes.

**3.3(12) Report on Nonpublic School Instruction.** Between September 1 and October 1 of each year the secretary of each public school district board shall request from each nonpublic school located within its boundaries a report of private school instruction as required by section 299.3 of the Code. Each nonpublic school shall submit the required report



in duplicate. The secretary of the public school board shall send one copy to the board secretary of the area education agency within which the public school district is located.

Each nonpublic school shall send to each public school district from which it receives pupils a list of the pupils of compulsory school age enrolled in the nonpublic school who are residents of that district. This list shall include the name, grade, date of birth, name of parent or guardian, and location of the pupil's residence.

#### Division IV

#### School Personnel

**3.4 School Personnel.** Certificate and endorsement standards required in this division relate to certificates and endorsements issued by the state board of education. The following standards shall apply to personnel employed in accredited schools.

**3.4(1) Instructional Professional Staff.** Each person who holds a certificate endorsed for the service for which that person is employed shall be eligible for classification as a member of the instructional professional staff.

**3.4(2) Noninstructional Professional Staff.** Each person who holds a statement of professional recognition in one of the noninstructional areas listed in section 256.11(2)b, or in one of the other noninstructional professional areas designated by the state board of education, shall be eligible for classification as a member of the noninstructional professional staff.

**3.4(3) Basis for Approval of Professional Staff.** Each member of the professional staff shall be classified as either instructional or non-instructional. An instructional professional staff member shall be regarded as approved when holding either an appropriate certificate with endorsement or endorsements, or a certificate with an approval statement, indicating the specific teaching assignments that may be given. A non-instructional staff member shall be regarded as approved when holding a statement of professional recognition for the specific type of non-instructional professional school service for which employed.

**3.4(4) Required Administrative Personnel.** Each board that operates both an elementary school and a secondary school shall employ as its executive officer and chief administrator a person who holds a certificate endorsed for service as a superintendent. The individual employed as superintendent cannot also serve as a principal in that school or school district. Boards of school districts may jointly employ a superintendent, provided such arrangements comply with the provisions of section 279.23(4) of the Code.



**3.4(5) Staffing Policies—Elementary Schools.** The board operating an elementary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating an elementary school shall employ at least one elementary principal. This position may be combined with that of secondary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper certificates and endorsements. This position cannot be combined with that of superintendent.

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

**3.4(6) Staffing Policies—Secondary Schools.** The board operating a secondary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating a secondary school shall employ at least one secondary principal. This position may be combined with that of elementary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper certificates and endorsements. This position cannot be combined with that of superintendent.

**3.4(7) Principal.** A principal shall be defined as a member of the instructional professional staff who holds a certificate endorsed for the type of position in which employed. Under the supervision of the superintendent and pursuant to rules and policies of the board, the principal serves as site manager and instructional leader of the attendance center or centers to which assigned; supervises the process and content involved in the delivery of educational and instructional services; coordinates the development of the budget for the attendance center or centers for which responsible; supervises and evaluates all assigned certificated and noncertificated staff; submits recommendations to the administration regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the attendance center or centers for which responsible; assists in developing and implementing board policy; and supervises a student activities program and assists in its development.

**3.4(8) Teacher.** A teacher shall be defined as a member of the instructional professional staff who holds a certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learnings in terms of the school's objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school's objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought, and uses this information to develop further educational procedures.



**3.4(9) Educational Aide.** An educational aide shall be defined as an employee or volunteer who, in the presence or absence of professional instructional staff members but under the direction, supervision, and control of the instructional professional staff, supervises students on a monitorial or service basis; and works with students in a supportive role under conditions determined by the instructional professional staff responsible for the students, but not as a substitute for or a replacement of functions and duties of a teacher as established in 3.4(8).

During the initial year of employment, an educational aide shall complete an inservice training program approved by the board as provided in section 3.7(1).

**3.4(10) Record of Certificate or Statement of Professional Recognition.** The board shall require each administrator, teacher, support service staff member, and noninstructional staff member on its staff to supply evidence that each holds a certificate or statement of professional recognition which is in force and valid for the type of position in which employed.

**3.4(11) Record Required Regarding Teacher and Administrative Assignments.** The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed members of the instructional professional staff, including substitute teachers. The file shall consist of complete official transcripts of the preparation of these staff members and their legal certificates or copies thereof showing that they are eligible for the position in which employed. The official shall also maintain on file a legal certificate or statement of professional recognition as defined in 3.4(2) for each member of the noninstructional professional staff. These records shall be on file at the beginning of and throughout each school year and shall be updated annually to reflect all professional growth.

On December 1 of each year, the official shall verify to the department of education the certification and endorsement status of each member of the instructional and administrative staff. This report shall be on forms provided by the department of education and shall identify all persons holding conditional authorizations and their specific assignment(s) with the conditional authorization(s).

**3.4(12) Nurses.** Each board that employs a nurse shall require a current license to be filed with the superintendent or other designated administrator as specified in 3.4(10).

**3.4(13) Prekindergarten Staff.** Prekindergarten teachers shall hold a certificate valid for the prekindergarten level. The board shall employ such personnel as necessary to provide effective supervision and instruction in the prekindergarten program.

**3.4(14) Physical Examination.** Except as otherwise provided in chapter 22.15 of the rules of the state board of education, the local board shall require each employee to file with it certification of fitness to perform the tasks assigned. Such certification shall be in the form of



a written report of a physical examination, including a check for tuberculosis, by a licensed physician and surgeon, osteopathic physician and surgeon, or osteopath, or qualified doctor of chiropractic. A report shall be filed at the beginning of service and at three-year intervals.

Each doctor of chiropractic licensed as of July 1, 1974, shall affirm on each certificate of physical examination that the affidavit required by the Code, section 151.8, is on file with the Iowa board of chiropractic examiners.

**3.4(15) Support Staff.** The board shall develop and implement procedures for the use of educational support staff to augment classroom instruction and to meet individual student needs. These staff members may be employed by the board or by the area education agency.

#### Division V

#### Education Program

**3.5 Education Program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year. These standards parallel but exceed prekindergarten through grade twelve requirements contained in section 256.11 of the Code.

**3.5(1) Prekindergarten Program.** The prekindergarten program, if offered, shall be designed to help children work and play with others, express themselves, learn to use and manage their bodies, and extend their interests in and understanding of the world about them. The program shall relate the role of the family to the child's developing sense of self and perception of others. Activities shall be designed to encourage cooperative efforts between home and school and shall utilize community resources. A prekindergarten teacher shall be certificated to teach in prekindergarten.

**3.5(2) Kindergarten Program.** The kindergarten program shall include experiences designed to develop healthy emotional and social habits; language arts and communication skills; the capacity to complete individual tasks; and the ability to protect and increase physical well-being. A kindergarten teacher shall be certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subsection only if it offers a kindergarten program.

**3.5(3) Elementary Program, Grades 1-6.** The following shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.



**a. English-language arts.**

English-language arts instruction shall be a balance of the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall include 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.

**b. Social studies.**

Social studies instruction shall be a balance of citizenship education, history, and the social sciences. Instruction shall include economics; geography, including that of Iowa and the nation; local, Iowa, and United States government, including American citizenship; psychology; sociology; local, Iowa, and United States history; the cultures of other peoples and nations; and awareness of the physical, social, emotional, and mental self.

**c. Mathematics.**

Mathematics instruction shall include problem solving; geometry; measurement; appropriate computational skills, including mental arithmetic; reasonableness of results; reading, interpreting, and constructing tables, charts, and graphs; estimation; and the use of calculators as standard tools in problem solving.

**d. Science.**

Science instruction shall be a balance of life, earth, and physical science and shall include hands-on process skills; scientific knowledge; the application of such skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

**e. Health.**

Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and nonuse, including the effects of alcohol, tobacco, drugs, and poisons on the human body; emotional and social health; prevention and control of disease, including characteristics of communicable diseases; and health resources.

**f. Physical education.**

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.



**g. Traffic safety.**

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.

**h. Music.**

Music instruction shall be a balance of 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.

**i. Visual art.**

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.

**3.5(4) Junior High Program, Grades 7-8.** The following shall be taught in grades seven and eight: English-language arts, social studies, mathematics, science, health, physical education, music, and visual art.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

**a. English-language arts.**

English-language arts instruction shall be a balance of the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall include language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

**b. Social studies.**

Social studies instruction shall be a balance of citizenship education, history, and the social sciences. Instruction shall include history; economics; geography; government, including American citizenship; psychology; sociology; and cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be incorporated.

**c. Mathematics.**

Mathematics instruction shall include problem solving; geometry; measurement; appropriate computational skills, including mental



arithmetic through the real number system; ratio, proportion, and percent; reason- ableness of results; reading, interpreting, and constructing tables, charts, and graphs; estimation; and the use of calculators and computers as standard tools in problem solving.

**d. Science.**

Science instruction shall be a balance of life, earth, and physical science and shall include hands-on process skills; scientific knowledge; the application of such skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

**e. Health.**

Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and nonuse, including the effects of alcohol, tobacco, drugs, and poisons on the human body; prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases; and health resources.

**f. Physical education.**

Physical education instruction shall include leisure and lifetime activities; sports and games; physical fitness activities; tumbling and gymnastics; rhythms and dance; and water safety.

**g. Music.**

Music instruction shall be a balance of 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; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

**h. Visual art.**

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.

3.5(5) High School Program, Grades 9-12. In grades nine through twelve, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in 3.5(17). 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 3.5(5)c; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, ten units as specified in 3.5(5)i.



In implementing the high school program standards, the following curriculum standards shall be used.

**a. English-language arts (six units).**

English-language arts instruction shall be a balance of the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall include language learning and creative, logical, and critical thinking. The program shall include communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

**b. Social studies (five units).**

Social studies instruction shall be a balance of citizenship education, history, and the social sciences. Instruction shall include economics; geography; government, including Iowa and United States government and American citizenship; history, including American history; psychology; sociology; and anthropology. Democratic beliefs and values, higher order thinking skills, and social and political skills shall be incorporated.

**c. Mathematics (six units).**

Mathematics instruction shall include:

Two units of general mathematics, including components in problem solving; geometry; measurement; appropriate computational skills, including mental arithmetic through the real number system; ratio, proportion, and percent; reasonableness of results; reading, interpreting, and constructing tables, charts, and graphs; estimation; applications of mathematics; quantitative literacy; and the use of computers as standard tools in problem solving.

Four units of a sequential mathematics program which would serve as prerequisites to postsecondary educational programs. The program shall include algebraic, geometric, trigonometric, and finite mathematical concepts; problem solving; applications of mathematics; reasonableness of results; estimation and mental calculations; and the use of calculators and computers as standard tools in problem solving.

**d. Science (five units).**

Science instruction shall be a balance of biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught annually. All science instruction shall include hands-on process skills; scientific knowledge; the application of such skills and knowledge to students and society; conservation of natural resources; and environmental awareness.



e. Health (one unit).

Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and nonuse; emotional and social health; prevention and control of disease, including sexually transmitted diseases; and health resources.

f. Physical education (one unit).

Physical education instruction shall include leisure and lifetime activities; sports and games; physical fitness activities; tumbling and gymnastics; rhythms and dance; and water safety.

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:

- (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.
- (2) The student is enrolled in academic courses not otherwise available.

The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.

g. Fine arts (three units).

Fine arts instruction shall include at least two of the following: dance, music, theatre, and visual art.

**Dance.** Dance instruction shall include developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art.

**Music.** Music instruction shall be a balance of 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; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

**Theatre.** Theatre instruction shall include developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; and forming aesthetic judgments.



**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; and making art.

**h. Foreign language (four units).**

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; and cultural awareness.

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 certificated teacher was employed and assigned a 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.

**i. Vocational education (ten units).**

Vocational education shall prepare students for employment upon graduation and for post-high school vocational education. Classroom instruction shall be coordinated with field, laboratory, or work experience. A minimum of one unit shall be offered and taught in four of the following five areas: industrial technology; business; home economics; agriculture and natural resources; and health occupations. The remaining six required units may be offered and taught in any of these five areas.

(1) **Industrial technology.** Industrial technology shall include energy, power, and transportation; graphic communication; manufacturing; and construction. Technological literacy, computer applications, and exploration of careers in technology shall be incorporated.

(2) **Business.** Business instruction shall include the following two types of programs:

Fundamental instruction to help students prepare for careers requiring advanced study. Minimum content for one unit shall be keyboarding and computer applications as they apply to four of the following: secretarial; clerical; information processing; accounting; data processing; marketing; and business management.

Specialized instruction to prepare students for careers in business upon graduation. Minimum content for one unit for students in grades eleven and twelve shall be in any four of the following areas: accounting; business communications; small business management and



entrepreneurship; principals of marketing; retail merchandising; personal selling; advertising; shorthand; keyboarding; information management; and office procedures.

(3) Home economics. Home economics shall include the following two types of programs:

Instruction to prepare students to be homemakers and consumers. Minimum content for a unit shall include food and nutrition; consumer education; family living; parenthood education; child development and guidance; housing; home management, including resource management; and clothing and textiles.

Instruction to prepare students for paid employment. Minimum content for one unit for students in grades eleven and twelve shall be instruction in any of the following: food production, management, and service; child care aide or assistant; apparel and textiles production, management, and service; home furnishing and equipment production, management, and service; and institutional and home management support services.

(4) Agriculture science and technology. Agriculture science and technology instruction shall include agribusiness; entrepreneurship; and employment experiences. The instructional program shall also include at least one of the following: animal science; crops and soils; horticulture; diversified agriculture; farm management; agricultural mechanics; and conservation of natural resources. Instruction shall be provided in problem solving and decision making; application of basics; communication; computation; leadership; employability; use of the computer and other equipment; use of community resources; and integration of international policies and culture.

(5) Health occupations. Health occupations instruction shall include the following two types of programs:

Fundamental instruction to assist students to prepare for careers requiring advanced study. Minimum content for one unit shall include career exploration in the following areas: direct patient care; supportive and diagnostic patient care; supportive health occupations; and health-related occupations. The program shall include terminology; anatomy and physiology; ethical and legal aspects of health care; the health team concept; and self-care and wellness. Activities to develop competencies in first aid, cardiopulmonary resuscitation, vital signs, and communication skills shall be incorporated.

Specialized instruction to prepare students for entry-level careers. Minimum content for one unit for students in grades eleven and twelve shall be a balance of classroom instruction, laboratory experiences, and clinical experiences. Instruction shall be in one or more of the following areas: emergency services; health aide; medical-clerical; and allied health.



**3.5(6) Physical Education and Health Courses Exemption.** A pupil shall not be required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs.

**3.5(7) Career Education.** The board shall provide a comprehensive career education program. Curricular and co-curricular teaching and learning experiences from the prekindergarten level through grade twelve shall be provided for all students. The career education program shall be infused into the total education program. The program shall include, but need not be limited to, awareness of self in relation to others and the needs of society; exploration of employment opportunities; experiences in personal decision making; and experiences to help students integrate work values and work skills into their lives.

**3.5(8) Board of Directors' Responsibility for Ensuring Multicultural, Nonsexist Approaches to Educational Programs.** This standard applies only to public school districts. Each board shall adopt a written plan for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be on file in the administrative office of the district. The plan shall include:

a. Multicultural approaches to the educational program.

These shall be defined as processes which promote the understanding and appreciation of the cultural diversity of the United States. Special emphasis shall be placed on Asian Americans, Black Americans, Hispanic Americans, Native Americans, and the handicapped. The program shall provide equal opportunity for all participants regardless of race, color, age, national origin, religion, or handicap.

b. Nonsexist approaches to the educational program.

These shall be defined as processes which foster knowledge of and respect and appreciation for the historical and contemporary contributions of men and women to society. The program shall reflect the wide variety of roles open to both men and women and shall provide equal opportunity to both sexes.

The plan shall also include specific goals and objectives, with implementation timelines for each component of the educational program; a description of the inservice activities planned for all staff members on multicultural, nonsexist education; and evidence of systematic input by men and women, minority groups, and the handicapped in developing and implementing the plan. In schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually. A description of a periodic, ongoing system to monitor and evaluate the plan shall also be included.

**3.5(9) Special Education.** The board shall provide special education programs and services for its resident children which comply with rules of the state board of education implementing chapters 256, 273, 280, and 281 of the Code.



**3.5(10) Technology in the Curriculum.** The board shall adopt a plan for the efficient and effective use of technology in the instructional program. The plan shall provide for the understanding and use of current technology by staff and students and shall include a procedure to review the district's utilization of technology as a teaching and learning tool.

**3.5(11) Provisions for Gifted and Talented Students.** The board shall have a program to meet the needs of gifted and talented students. The program shall include valid and systematic procedures, employing multiple criteria, for identifying gifted and talented students including ethnic and language diverse students if such students are enrolled; provisions for curricular programming to meet the needs of identified gifted and talented students; support services, including materials and staff, to ensure that a qualitatively differentiated program is provided; and a procedure for annual review and evaluation for the purpose of program improvement.

**3.5(12) Provisions for At-Risk Students.** The board shall have a program to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The program shall serve students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The program shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The program shall also include provisions for inservice training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvement of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

**3.5(13) Curriculum Development, Review, and Refinement.** The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have goals; suggested instructional activities, materials, and content; and expected student outcomes for each level of instruction. The policy shall identify student assessment procedures and the process for monitoring student progress.

This policy shall include procedures and timelines for reviewing each instructional program, with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills.

**3.5(14) Educational Program Form and Content.** The educational program, as adopted by the board, shall set forth the administrative measures and the sequence of learning situations which provide pupils with well-



articulated, developmental learning experiences from the date of school entrance until high school graduation.

**3.5(15) Educational Program Defined.** The educational program is the entire offering of the school, including out-of-class activities and the sequence of subjects and activities. It is also referred to as the program of studies and activities.

**3.5(16) Curriculum Defined.** Curriculum is all pupil experiences that take place under the guidance of the school. It describes both the school experiences of an individual pupil and the arrangement of a cluster of courses to be taken by groups of pupils having a common objective.

**3.5(17) Unit.** A unit is a course which meets one of the following criteria: it is taught for at least two hundred minutes per week for thirty-six weeks; it is taught for the equivalent of one hundred twenty hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in 3.1(6). A fractional unit shall be calculated in a manner consistent with this standard.

**3.5(18) Credit.** A student shall receive a credit or a partial credit upon successful completion of a course which meets one of the criteria in 3.5(17). The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular course.

**3.5(19) Subject Offering.** A subject shall be regarded as offered when the teacher of the subject has met the approval standards of the state board of education for that subject; instructional materials and facilities for that subject have been provided; and pupils have been informed, based on their aptitudes, interests, and abilities, about possible value of the subject.

A subject shall be regarded as taught only when pupils 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 as defined in 3.2(2), 3.2(3), and 3.2(4).

**3.5(20) Guidance Program.** Each board operating a prekindergarten through grade twelve or kindergarten through grade twelve program shall provide a sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. Boards operating less than a full elementary-secondary program shall provide a sequential guidance program covering all grade levels operated. The program shall involve not only counselors but also instructional and noninstructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certificated staff shall be employed at all program levels.

**3.5(21) School Media Center and Required Staff.** The board shall establish and operate a media services program to support the total curriculum. Each attendance center shall have a media center except that



attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. Each media center shall be accessible to students throughout the school day. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

#### Division VI

#### Activity Program

**3.6 Activity Program.** The following standards shall apply to the activity program of accredited schools and school districts.

**3.6(1) General Guidelines.** Each board shall sponsor a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.

**3.6(2) Supervised Intramural Sports.** If the board sponsors a voluntary program of supervised intramural sports for pupils in grades seven through twelve, qualified personnel and adequate facilities, equipment, and supplies shall be provided. Middle school grades below grade seven may also participate.

#### Division VII

#### Staff Development

**3.7 Staff Development.** The following standards shall apply to staff development for accredited schools and school districts.



**3.7(1) Staff Development Program.** The board shall have a plan for staff development. The plan shall provide for the professional development needs of the instructional professional staff, the noninstructional professional staff, the support staff, and educational aides. The plan shall include general goals for a three-year period and specific objectives and activities for the current school year.

**3.7(2) Budget for Staff Development.** The board shall annually budget specified funds to implement the plan required in 3.7(1).



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