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Rules and Supplements Thereto

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PREFACE

This is the second volume of the loose-leaf service containing the *School Laws of Iowa*. It supplements and implements the statutes contained in the first volume of the loose-leaf service and provides you with the Departmental Rules that appeared in Appendix I of the 1966 School Laws and Supplements thereto. You should continue to retain your copies of the 1966 School Laws and Supplements for reference to the Supreme Court Annotations, Attorney General Opinion Annotations, and Administrative Decisions contained in the other appendices thereof until the other appendices have been replaced by further loose-leaf volumes.

A loose-leaf school law service has two advantages. One is that it can be kept current by the issuance of replacement pages reflecting recent changes. The other is that it can be issued a volume at a time instead of waiting until all of its divisions have been compiled and edited. This gives time for indexing. You will find, at the end of this volume, the first comprehensive index of the Departmental Rules that has ever been issued and we hope you will find it useful. Similar indexes are contemplated for the Court Decisions, Attorney General Opinions, and Administrative Decisions as those further volumes are completed.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

EDITOR'S NOTE

This is a book of departmental rules and, in order to properly use it, it is desirable that one using it be familiar with the position and status of such rules in the total field of school law.

SOURCES

There are three primary sources of Iowa school law. They are: (1) the Constitution of Iowa, (2) the statutes of Iowa, and (3) the Rules of the Department of Public Instruction as contained in this book. There are also three sources of *interpretation* of school law. They are: (1) decisions of courts of record (of which only those of the Supreme Court of Iowa are reported), (2) opinions of the Attorney General, and (3) administrative decisions which are usually based on the statutes, rules, case precedents, and opinions as they may relate to a specific administrative appeal.

For present-day purposes, Article III, section 1, of the Constitution of Iowa is the most important source of school law, according to the Supreme Court.* It vests the legislative power of the state in the General Assembly. The Constitution of Iowa may be found in the front section of Volume I of the Code of Iowa, a three-volume work, compiled and edited by the Code Editor, and published by the State of Iowa. There are two sections "1" in Article III. The one here referred to is the second section 1. It appears under the unnumbered heading, "Legislative Department." Extracts from the Constitution appear at the beginning of Volume I of the loose-leaf School Laws.

(**Lewis Cons. Sch. Dist. v. Johnston*, 256 Iowa 236.)

Article III, section 1, was not always the exclusive source of school law. Still appearing in the Constitution is Article IX, which is composed of two divisions. The first of these, titled "1st Education," created the original state board of education. In Article IX, section 8, power to *legislate* was expressly conferred upon the original board. This meant that the board could do more than make administrative rules. It could enact statutes, and it did. However, section 15 of the same article provided that the General Assembly could abolish said "Board of Education" at any time after the year 1863, *and it did*. Section 15 further provided that the General Assembly, pursuant to such abolishment, should "provide for the educational interest of the State *in any manner* that to them shall seem best and proper." (Italics supplied.)

The provisions which the General Assembly deems "best and proper" at this point in history appear, for the most part, in Volume I, Title XII of the Code of Iowa. Since counsel for both sides, and the Court itself, appear to have overlooked the existence of Article IX, sections 8 and 15, in the *Lewis case*, *supra*, it would appear open to question whether such "best and proper" provisions actually owe their existence to the exercise of Article III, section 1, or to Article IX, section 15. In either event, this brings us to consideration of the second of the three sources of school law.

STATUTES

Title XII, Code of Iowa, contains Chapters 257 to 302, ranging in subject matter from the Department of Public Instruction to School Funds. Chapter 257 creates the State Board of Public Instruction, the office of State Superintendent of Public Instruction, and the State Department of Public Instruction, and defines in general the powers and duties of each.

Section 257.18 (21,22) is important for purposes of this discussion, for the reason that, in subsection 21, it authorizes the State Superintendent of Public Instruction to periodically publish a book containing all school laws currently in force, together with "such forms, rulings, and decisions and such notes and suggestions as may aid school officers in the proper discharge of their duties." Subsection 22 authorizes supplementation of the book after each session of the General Assembly.

Since the Supreme Court of Iowa has frequently said of state officers, departments, and boards, as well as of school districts, county boards and superintendencies, and other legislative creations, that, "Creatures of statute have only those powers expressly conferred by statute or reasonably and necessarily implied, incident to the exercise of a statutorily conferred power," the statutes are probably the most important of the sources of school law from the standpoint of everyday use. Those statutes of interest to school officers are contained in Volume I of the loose-leaf School Laws.

DEPARTMENTAL RULES

For the reason that the General Assembly cannot foresee every operational detail or contingency, it has granted rule-making power to the State Superintendent, Department, or Board of Public Instruction, with respect to various areas of subject matter within the field of school law. Examples of such areas are approval standards, safety standards for school buses, special education, certification of teachers, and area schools.

A valid departmental rule has the force and effect of law and is a part of the growing field of regulation known as *Administrative* law. As long ago as 1941, the then Chief Justice of the United States, Charles Evans Hughes, commented, in an address to the convention of the American Bar Association, on the fact that the field of administrative law and regulation was the fastest growing thing on the legal scene. It has continued to grow since 1941. In 1951, the General Assembly of Iowa enacted uniform requirements for the adoption, approval, and publication of administrative rules by state agencies. For purposes of this discussion, the terms "rule," "regulation," and "standard," may be considered as synonymous. The requirements for the adoption of rules appear in Chapter 17A of the Code and of the loose-leaf School Laws.

In order for a proposed rule to become effective as a rule, it must first be adopted by the State Board of Public Instruction and signed by the President of the Board and State Superintendent. The signed rules are then submitted to the Attorney General for approval as to form and legality. At the same time duplicated copies, made by any legible process, are mailed to the six members of the Departmental Rules Review Committee and to the Code Editor. These copies must be in the hands of the committee members at least 10 clear days before the committee meeting at which they will be considered. The committee meets on the second Tuesday of every month. A departmental representative is required to be present and explain the authority and reason for the proposed rule when it is taken up by the committee.

The Attorney General has 30 days and the Rules Review Committee has 45 days in which to act upon the proposed rule or to default. Action may be approval or disapproval.

Formerly, before creation of the Rules Review Committee, only the Attorney General passed upon proposed rules and his approval or default was prerequisite to filing of such rule with the Secretary of State and to placing such rule in force and effect. Now it is possible to file such rule with the Secretary of State, to become effective 30 days after filing, irrespective of whether the action taken by the Attorney General and the Rules Review Committee happens to be approval, disapproval, or default.

However, it is unwise for any agency to file any rule, where the action of either of the approving authorities has been disapproval. In the case of disapproval by the committee, since all rules filed must be reported by the Secretary of State to the next session of the General Assembly, "which may enact changes therein," the career of a rule filed in defiance of the disapproval of a committee made up of some of the leading members of the General Assembly, is likely to be shortened by the "enactment of changes therein." Furthermore, if the filing has been accompanied by publicized dispute between an agency and legislators, it is not beyond the realm of possibility that traces of the dispute may leave their taint on current appropriations for the agency and its rule-making powers may be curtailed by new legislation.

In the case of disapproval by the Attorney General, the filing of such disapproved rule might result in litigation against the agency, brought by some party affected thereby, challenging its

validity. Under section 13.7 of the Code, the Attorney General is the sole and exclusive lawyer authorized for most state agencies. This means that the agency would have little choice but to call upon the Attorney General to try to uphold in court the validity of the very rule he had disapproved as a matter of public record. Placing one's own lawyer in such an embarrassing and virtually untenable position is not a course of conduct likely to promote interdepartmental harmony or to win lawsuits.

The preferable course, in the event of disapproval by either authority, is to redraft the rule to meet the objections. If advance indication of intended disapproval by either body is given, it is even more preferable to request permission to withdraw the proposed rules from further consideration and redraft them, before the stigma of an actual disapproval is placed upon the subject of their proposed regulation. There may, of course, be occasions upon which overriding circumstances indicate filing without approval of the committee or Attorney General.

Rules of the Department of Public Instruction may be found in the Iowa Departmental Rules (IDR) published by the Code Editor, from which the text for this book is extracted.

One should also remember that, just as statutes must be *constitutional*, rules must be backed up by *statutory authorization* and must be *reasonable*. The Supreme Court of Iowa has so stated. Further, as to form, a rule must be regulatory in nature. If a purported rule does nothing more than tell a story, express a mere wish, or impart information, without also requiring that someone do or refrain from doing something, it is not a rule at all. In addition, rules are just as binding upon those who adopt them as upon those to whom they are directed. The adopting authority cannot turn them on and off at will. Either they are in force, at all times, as relates to the object of their regulation, or they have no force at all. This is simply an illustration of the constitutional requirement of "equal protection."

COURT DECISIONS

The common law of the state, as distinguished from statute law, is to be found in the decisions of the courts of record. For our practical purposes, this means the decisions of the Supreme Court of Iowa for the reason that the District Court decisions are not reported. District Court decisions are useful when they can be found and no Supreme Court decision exists on the point in question.

As has been pointed out, Article III of the Constitution of Iowa, as construed by the Supreme Court, gives exclusive power to legislate to the General Assembly. Therefore, most court decisions are more properly thought of as interpreting or passing upon the validity of a given legislatively-made statute, or administratively-made rule, than as actually making law. Sometimes, however, the line becomes rather hazy. It should be remembered, that even though the judges are not possessed of divine infallibility, they are possessed of a degree of authority which endows their decisions with finality.

Under the doctrine of *stare decisis* an interpretation or decision reached by the Court in one case will generally be followed by the Court in like-subsequent cases. For this reason, it is wise to read any annotations that may appear in Appendix II of the 1966 School Laws and the Supplements in connection with the text of the statute which the Court has construed. For example, section 275.16 of the Code, which appears at page 103 of the 1966 School Laws, has been construed (interpreted) in numerous decisions. These decisions, for the 10 years preceding publication of the book, are annotated (summarized) in Appendix II. It is contemplated that all decisions relating to school law will be compiled in a loose-leaf volume for issuance about one year after the issuance of this volume.

The full text of Supreme Court decisions may be found in the *Iowa Reports*, published until 1968 by the state, and in the *North Western Reporter* series published by the West Publishing Company.

ATTORNEY GENERAL OPINIONS

The Attorney General is by statute, section 13.7, Code of Iowa, the official and exclusive attorney and legal adviser for most state officers and departments. He is also charged with the duty of supervising the county attorneys in the performance of their duties. His written opinions furnish interpretations of law answering many questions of school law which have never been passed upon by the courts.

According to opinion of the Attorney General, opinions of the Attorney General are not law, but they have the force and effect of law and are binding upon state offices and departments to which issued until overruled by the courts, withdrawn by subsequent opinion, or made inapplicable through amendment to the statutes. They are probably of lower order than departmental rules, but this distinction is unlikely to have frequent significance, by reason of the fact that such rules are required to be scrutinized for form and legality by the Attorney General before filing with the Secretary of State.

Most important opinions of the Attorney General have been published in the biennial reports issued by his office commencing in 1898. Those for the last 10 years or so are annotated in Appendix III of 1966 School Laws. More recent annotations appear in Appendix III of the Supplements. These annotations, as in the case of Appendix II, are arranged by code section. It is contemplated that all school opinions of the Attorney General will be compiled in a loose-leaf book for issuance about two years after the issuance of this volume of rules.

Each opinion annotation bears an identifying code number based upon the year of the report in which the full text or headnote to the opinion appears and upon the opinion number or page number at which it appears in the report. For example, the identifying number 56-36 would refer to an opinion appearing at page 36 of the 1956 Report of the Attorney General. The number 58-20.2 would refer to the second opinion appearing in Chapter 20 of the 1958 Report of the Attorney General.

ADMINISTRATIVE DECISIONS

In addition to the quasi-legislative power to make administrative rules having the force and effect of law, as hereinbefore described, the State Superintendent, Department, or Board of Public Instruction have been delegated, by statute, certain quasi-judicial powers. These are related to the powers of interpretation of the courts and have been conferred in varying degrees of finality. Examples of statutes conferring such powers are sections 260.26, 275.16, 285.12 and 290.5. Examples of decisions rendered in the exercise of such power appear in Appendix V of the 1967 Supplement and in Appendix IV of the 1969 Supplement. Such administrative decisions, including all of those rendered by the State Superintendent in Iowa since about 1865, except those overruled by the Court or where the statutes have changed, form a body of administrative precedent applicable in the decision of current appeals. It is contemplated that all such administrative decisions will be compiled in a loose-leaf book of annotations for issuance about three years after the issuance of this loose-leaf book of rules.

Thus, the loose-leaf book of School Laws, and this book, provide you with the three sources of school law. The Appendices in the 1966 School Laws provide you with some of the sources of interpretation and with some of the administrative decisions. Said material in the appendices together with all other like material is planned to be included in three further loose-leaf books over a period of three years after the issuance of this book, with each of the five books kept annually current by issuance of new pages reflecting additions and changes.

LEONARD C. ABELS

Editor

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TITLE I

ADMINISTRATION AND FINANCE

CHAPTER 1

DIVISION OF ADMINISTRATION AND FINANCE

1.1 Aid for institute day.

1.2 Terms defined for aid purposes.

1.3 Tax equalization and state aid—definition of terms.

1.1(286A) Aid for institute day. One day of state aid will be granted each year to all schools which have dismissed a day for a legally called and approved county institute.

1.2(286A) Terms defined for aid purposes.

1.2(1) Attendance. Attendance is the presence of a pupil on days school was officially in session.

School session. A school shall be deemed to be in session when the pupils and teachers are present and the normal program is pursued for a school day.

1.2(2) School day. A school day shall mean that time that school is actually in session for any given division of the public school, and shall include a minimum of not less than five and one-half hours, not including lunch intermission, for all grades above the third; not less than four hours for the first three grades; and not less than three hours in kindergarten, preprimer or primer grades.

1.2(3) Average daily attendance. Average daily attendance is that average obtained by dividing the aggregate attendance for the period (month, semester, year) by the number of days the school was in session for the period.

a. Average daily attendance concerns itself only with days present, not days absent.

b. Where kindergartens or primary grades are limited to half-day sessions count each half-day session as a full day of attendance.

1.2(4) Aggregate attendance. Aggregate attendance means the total of all days of attendance for all the pupils during the period under consideration.

1.3(442) Tax equalization and state aid—definition of terms. For purposes of the administration of chapter 442 of the Code, the following terms shall have the following meaning:

1.3(1) Adjusted gross income. Adjusted gross income shall mean net income as defined in 422.7 of the Code.

1.3(2) Reserved for future use.

1.3(3) Reserved for future use.

1.3(4) Percent of allowable change. Percent of allowable change is defined as the percent of allowable growth per pupil as provided for in 442.2(4).

1.3(5) Proposed growth. Proposed growth for purposes of 442.22 means the school district proposed reimbursable expenditures per pupil in average daily membership, for the current year.

1.3(6) Tax askings. Tax askings for purposes of 442.22 means proposed general fund expenditures, reduced by estimated receipts (other than basic school tax equalization funds and state equalization funds) and further reduced by the estimated unencumbered balance to apply on the budget.

[Amended February 13, 1968]

TITLE II

APPROVED AND CLASSIFIED SCHOOLS AND SCHOOL DISTRICTS

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2.2 Primer and first grade.

2.3 Second grade.

2.4 Third grade.

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2.12 Parallel text and supplementary books.

2.13 Books for recreational reading.

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2.15 Magazines and periodicals.

DIVISION I

STANDARDS FOR THE ELEMENTARY GRADES

2.1(257) Reading programs in general. All educators recognize the importance of a thorough-going reading program. This need has been impressed upon them through investigation, reports, and conferences on reading problems.

In order to help teachers promote and develop an effective reading program the de-

partment of public instruction issued a teachers handbook on reading, which should be used as a guide and in conjunction with the teachers manuals provided by the publisher of the basic reading series used in the school.

Reading is one of the most important experiences children are to have in school. Success or failure depends largely upon reading abilities, as there is a very close relationship between reading and practically every school subject. With this in mind major emphasis has been placed on the reading instructional materials in establishing these minimum requirements and standards.

2.2(257) Primer and first grade.

2.2(1) Reading readiness materials (Reading Handbook, Pages 32-62).

Preprimer or preprimers of basic series.

Word, phrase, and sentence cards or charts.

One set of basic preprimers.

Note: We recommend that the primer or primers of the basic series usually be read before reading preprimers of a different series. (See Reading Handbook, Page 57, Plan A.) Presenting the reading instruction outlined above will insure a vocabulary of the proper number of words and their introduction will follow a planned program.

2.2(2) A basic first reader.

Workbooks which accompany the readers.

Teachers manuals for all basic books shall be provided.

Five broken sets preprimers.

Five broken sets primers.

Three broken sets first readers.

Note: Several broken sets readers should be available because the better readers will read as high as ten or fifteen books in addition to the basic series. (See Reading Handbook, Page 47.) The term broken sets is used to mean that a sufficient number of copies of a reading series are purchased to take care of the different reading groups and a similar number of copies of another series are purchased. The main point to remember is that when changing from a reader of one series to a reader of another series, check the overlap of vocabulary carefully and drill on the new words. (Reading Handbook, Page 59.)

2.2(3) Recreational books should be equal to twice the number of pupils enrolled as a minimum number of recent copies in good condition.

Note: On the average the district should spend annually at least fifty cents per pupil for reading materials, exclusive of textbooks and exclusive of county library funds. (See Library Bulletin, Number 45, Pages 15-17.)

Note: Credit will not be given for sample copies, books with ragged covers, private books donated to the school, books belonging to teachers, and supplementary or basic readers having a copyright earlier than 1935.

2.2(4) A library table and chairs.

A sufficient number of primary chairs for reading groups.

A suitable bulletin board (See Reading Handbook, Pages 126-127).

2.3(257) Second grade. Begin with a book which they can read easily; in most cases it will be first readers, but it may also be primers.

Note: There should be a very high vocabulary overlap with the book or books completed in the first grade.

2.3(1) One set first grade level readers—new materials.

A basic second reader or readers (Reading Handbook, Pages 64-75).

Note: This reader should be of the same basic series used in the primer and first grades.

2.3(2) Workbooks should be used with the basic series.

Note: These workbooks should relate in content and vocabulary with the basic series used.

Teachers' manuals should be provided.

2.3(3) One work-type reader.

Note: At least two drill lessons a week should be given over some of the study skills using a study reader, a dictionary, or teacher-prepared material. (Reading Handbook, Pages 77-78.) Work-type readers are not to be used after finishing the basic text but are to be used along with the basic reader, and the lessons should vary with the teacher's purpose and the child's needs.

2.3(4) Two sets literary or recreatory readers.

Three broken sets of readers of different levels.

Recreational books should be equal to twice the number of pupils enrolled as a minimum number of recent copies in good condition.

2.3(5) A library table and chairs.

A sufficient number of chairs for reading groups.

2.3(6) A bulletin board (Reading Handbook, Pages 126-127).

2.3(7) A set of arithmetic flash cards (addition and subtraction).

2.4(257) Third grade.

2.4(1) One set of first or second-reader level books—not previously read.

A basic third reader or readers (Reading Handbook, Pages 64-73).

Note: This should be the same basic series used in primer, first, and second grades.

2.4(2) Workbooks should be used with the basic series.

Note: These workbooks should relate in content and vocabulary with the basic series used.

2.4(3) Teachers' manuals for all books should be provided.

One set work-type readers.

Note: At least two drill lessons a week should be given over some of the study skills. (Reading Handbook, Pages 77-78.) Work-type readers are not to be used after finishing the basic text but are to be used along with the basic reader, and the lessons should vary with the teacher's purpose and the child's needs.

2.4, DEPARTMENTAL RULES

2.4(4) Two sets literary or recreatory readers.

Three broken sets of readers of different levels.

Recreational books should be equal to twice the number of pupils enrolled as a minimum number of recent copies in good condition.

Note: On the average the district should spend annually at least fifty cents per pupil for reading materials, exclusive of textbooks and exclusive of county library funds. (See Library Bulletin, Number 45, Pages 15-17.)

Note: The department will not grant credit for sample copies, books with ragged covers, private books donated to the school, books belonging to teacher, and supplementary or basic readers having copyright earlier than 1935.

2.4(5) A library table and chairs. A sufficient number of primary chairs for reading groups.

A bulletin board (Reading Handbook, Pages 126-127).

2.4(6) A set of arithmetic flash cards (addition, subtraction, multiplication, and division).

2.5(257) Fourth through eighth grades.

2.5(1) One set of lower grade level books (for easy reading in the fall).

A basic reader (Read carefully Reading Handbook, Pages 75-95).

Note: This reader should be of the same series used in primer, first, second, and third grades. "Schools are courting disaster in their selection of such materials when, in a misguided effort to distribute commercial patronage, they adopt for different primary grades portions of several systems that are essentially incompatible and hence virtually incapable of sequential use."

2.5(2) Teachers' manuals for all basic books should be provided.

2.5(3) One set work-type or content readers.

Note: At least two drill lessons a week should be given over some of the study skills. (Reading Handbook, Pages 84-95.)

2.5(4) Each pupil should have a standard, elementary dictionary furnished either by his parents or the school. (Reading Handbook, Pages 169-176.) Several single copies of other texts and books to supplement history, geography, science, health, safety, etc.

Note: These books should have a spread of several grade levels in reading difficulty. Some books should be easier than the text for slower readers and some books of the expanded, more difficult type for the more capable readers.

2.5(5) Two sets of literary or recreatory-type readers.

One standard juvenile reference set.

Note: Selections should be made from the list recommended for elementary grades in the report of the special committee of the Iowa Library Association.

Recreational books should be equal to twice

the number of pupils enrolled as a minimum number of recent copies in good condition.

2.6(257) Other equipment for fourth grade.

2.6(1) A set of arithmetic flash cards (addition, subtraction, multiplication, and division).

2.6(2) A map of United States.

2.6(3) A geographic terms map.

2.6(4) A map of the world on an equal area projection.

2.6(5) A political-physical globe.

Note: The sixteen-inch (in diameter) globe is recommended because of its superior size and because of its added legibility.

2.7(257) Fifth grade.

2.7(1) A large map of North America.

2.7(2) A large map of the United States.

2.7(3) A large map of Iowa.

2.7(4) A bulletin board (Reading Handbook, Pages 126-127).

2.8(257) Sixth through eighth grades.

2.8(1) One standard Atlas.

2.8(2) One political-physical globe.

2.8(3) Large maps of Europe, Asia, Africa, South America, and the World.

2.8(4) Other desirable maps would be:

a. Blackboard outline maps, especially of the world and the United States.

b. Political map of the United States, showing states in separate colors, at least 38 inches by 48 inches.

c. Rainfall map and population density map of world, of the United States, of Europe.

2.8(5) Visual materials:

a. Film strip projector.

b. A 16 mm sound projector.

Note: The visual aids should be fitted to the curriculum and films should be obtained that meet the instructional plan.

2.8(6) Magazine list:

a. Please refer to Library Bulletin, Number 45, page 37.

DIVISION II

STANDARDS FOR THE HIGH SCHOOL

2.9(257) Condition of books. In evaluating a school with reference to the standards, credit will not be allowed for sample copies, books with ragged covers, supplementary readers having a copyright earlier than 1930, private books donated to the school, or books belonging to teachers. The covers of older books should be repaired or the books rebound if they are not in reasonably attractive condition. Worn-out sets and copies of obsolete books should be taken off the shelves to make room for more recent, attractive books.

2.10(257) Types of materials for library.

The high school library should include at least the following types of books:

- 2.10(1) Encyclopedias.
- 2.10(2) Single copies of recent textbooks to parallel and supplement the adopted text.
- 2.10(3) Single copies of books for collateral reading, enrichment, and appreciation in the various subjects taught.
- 2.10(4) Fiction, travel, biography, etc., for recreational reading.
- 2.10(5) Dictionaries—abridged and unabridged.
- 2.10(6) Atlas.
- 2.10(7) Magazines and periodicals.
- 2.10(8) Compilations and collections of source materials, including autobiographies, letters, memoirs, documents, etc.

2.11(257) Encyclopedias. It is recommended that two sets of encyclopedias be available in the high school: One of those recommended for first purchase for senior high school only on page 3 of the report of the special committee of the Iowa Library Association and one set recommended for secondary purchase for senior high school.

2.12(257) Parallel text and supplementary books.

2.12(1) Parallel texts. For each content subject taught in high school there should be some copies of recent parallel texts. Old, obsolete, ragged, useless books of the textbook type should be removed from the library and the classrooms.

2.12(2) Specialized books. There should also be books of a more expanded, specialized type than the textbooks. They may be of a semirecreational, biographical, historical or popular nature. Their chief purpose is to broaden the scope of the pupil's knowledge of topics or subjects, to fill in details, to familiarize the pupil with literature in fields of special interest, to develop an appreciation of this literature, and to cultivate a desire on the part of the student to spend more of his leisure time in worthwhile reading.

2.12(3) Lists of books. Suggested lists of books for some subjects in high school will be found on pages 67-99 of Library Bulletin Number 45. These lists were prepared by prominent classroom teachers in Iowa and are graded as to difficulty. They should be of assistance to superintendents and classroom teachers who wish to purchase supplementary enrichment books. Other books can be selected from bibliographies in Iowa courses of study, from recent textbooks, or from the single or double-starred books in the Standard Catalog for High School Libraries.

2.12(4) Number of books. The number of books of the types described above in the high school library or classrooms should be equal to the enrollment of the class, up to thirty copies for each subject.

2.13(257) Books for recreational reading.

2.13(1) Number and condition. The school should own a minimum of one hun-

dred titles of these types of books in usable, attractive condition. One book should be added for each pupil above one hundred. Books from the state traveling library are helpful, but the school should not depend upon this source alone. Additions and replacements should be made annually.

2.13(2) Types and interests. Books should have a wide spread of interest appeal and reading level. They should deal with the present interests of high school boys and girls. Many of them should be graded considerably below the high school reading level so that they will not be too difficult for the slower readers and will develop an interest in reading for leisure time enjoyment. (See lists and suggestions for selection of fiction given on page 32, Library Bulletin, Number 45.)

2.14(257) Dictionaries.

2.14(1) Unabridged. One recent edition of an unabridged dictionary of recognized standing should be available in the high school.

2.14(2) Abridged. It is recommended that copies of dictionaries of the secondary or collegiate type be available in the library, study hall, and classrooms, where they may be handy for ready reference.

2.15(257) Magazines and periodicals. In schools with an enrollment of one hundred pupils or less, there should be at least five carefully selected current magazines, appropriate for the various departments, and a daily newspaper. If the five magazines indicated in the report of the special committee of the Iowa Library Association are provided, the "Abridged Readers' Guide to Periodical Literature" can be secured for two dollars twenty-five cents per year. This will be of great service in providing classified subject references to current materials for the various classes. (See page 8 of report of Iowa Library Association Committee, Reference Books Recommended for First Purchase in Elementary Grades and High Schools of Iowa, for description, and addresses of publishers.)

[Filed prior to July 4, 1952]

CHAPTER 3
APPROVED SCHOOLS AND
SCHOOL DISTRICTS

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DIVISION I GENERAL STANDARDS

3.1(257) General standards. For purposes of these approval standards, the following general standards shall apply.

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

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

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

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

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

3.1(6) Innovative programs. School officials who wish to initiate responsible administrative, organizational, or program innovations that depart in pattern but not in substance from the standards outlined herein are encouraged to do so, provided that all statutory conditions of section 257.25 of the Code are met. A description of such innovations shall be filed with the state board of public instruction as they are put into operation. On the basis of information gained by the staff of the department of public instruction concern-

ing the success of such innovations, the state board of public instruction may, at its discretion, give approval of said innovations.

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

DIVISION II DEFINITIONS

3.2(257) Definitions. For the purposes of these approval standards, the following definitions shall be used.

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

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

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

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

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

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

3.2(7) Junior-senior high school. The junior-senior high school is hereby defined as consisting of grades seven, eight, nine, ten,

eleven, and twelve when such grades are included in a unit that is separately organized and administered.

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

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

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

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

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

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

3.2(14) Aggregate days of attendance. Aggregate days of attendance shall mean the

sum of the days of attendance for all pupils who were enrolled during the school year.

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

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

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

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

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

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

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

A high school pupil shall not be regarded as a dropout within the meaning of section

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257.27 if, within the twelve-month period cited herein, he has been: (a) Issued a diploma in formal recognition of his successful completion of a high school program of instruction, or (b) issued either a certificate of attendance or of completion of a high school's program of instruction.

DIVISION III ADMINISTRATION

3.3(257) Administration. The following standards shall apply to the administration of approved schools.

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

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

Each nonpublic school, between September 1 and October 1 of each year, shall send to each school district from which it receives pupils a list of the pupils of compulsory school age who are residents of that district and who are enrolled in that nonpublic school. The list shall include the name, grade, date of birth, name of parent or guardian, and location of residence.

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

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

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

3.3(6) Time loss adjustment. Time loss adjustment on general aid, for days lost, shall not be granted when the school term ends prior to May 30.

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

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

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

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

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

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

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

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

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

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

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

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

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

DIVISION IV

SCHOOL PERSONNEL

3.4(257) School personnel. The following standards shall apply to the personnel employed in approved schools.

3.4(1) Instructional professional staff. Every person who holds a teacher's certificate endorsed for administering, supervising, teaching, or performing a special school service in

a school or school system shall be eligible for classification as a member of the instructional professional staff of the school or school system in which he is employed.

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

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

3.4(4) Substitute teacher. A substitute teacher is hereby defined as a person who serves in place of a regularly employed teacher who is absent from his position. A person who holds only a substitute teacher's certificate shall serve as a teacher a maximum of ninety days during one school year in place of a regularly employed teacher.

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

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

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

3.4(8) Required administrative personnel. Each board that operates a school system consisting of both elementary schools and secondary schools shall employ as its executive officer and chief administrator a person who holds a teacher's certificate endorsed for service as school superintendent.

3.4(9) Staffing policies — elementary schools. The board operating an elementary

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

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

3.4(10) Staffing policies — secondary schools. The board operating a secondary school organized according to one of the four patterns defined in 3.2(8), or, alternatively, organized according to a plan submitted in accordance with the procedures described in 3.1(6), shall develop, adopt, and record in its minutes staffing policies designed to attract, hold, and effectively utilize competent professional personnel—instructional and noninstructional. Said policies shall include but not be limited to guidelines or criteria to be used in determining: (a) The scope and size of the staff needed to provide each class with an instructor who is approved to teach each course in which pupils are enrolled, and to provide the nonclass services mandated by section 257.25(6)“a”, “b”, and “c” of the Code; (b) the maximum pupil enrollment in each class; (c) the total number of classes including the number of different classes for which separate or special preparations must be made; (d) the assignment of nonteaching duties such as study hall monitoring and supervision of pupil activities; (e) the employment of substitute teachers, assistant teachers, teacher associates, and teacher aides; (f) salaries and salary schedules; and (g) participation by members of the professional staff in the formation of school policies.

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

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

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

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

DIVISION V

EDUCATIONAL PROGRAM

3.5(257) Educational program. The following standards shall apply to the educational program of approved schools.

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

3.5(2) Educational program defined. The educational program is hereby defined as including the entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities. It may be referred to as the program of studies and activities.

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

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

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

The description of the educational program for any separately organized and administered junior high school shall be in sequential order and shall explain the manner in which pupils are served in each of the areas of instruction specified in chapters 257 and 280 of the Code.

The description of the secondary school educational program, excepting that part which is separately organized and administered as a junior high school, shall be in sequential order and shall explain how the pupils are served in each of the subjects and services specified in chapters 257, 280, 321 (section 321.177) of the Code, provided that the description adopted by the board of a nonpublic school may omit any reference to driver education.

3.5(5) Provision for special education services. The board maintaining a junior and a senior high school, a junior or a senior high school, or a combined junior-senior high school shall adopt and record in its minutes a plan which makes the provision for special education services required by section 257.25 of the Code. The required services shall be those defined in the rules and regulations of the state board of public instruction implementing chapter 281 of the Code, and shall be designed for handicapped pupils as defined therein. This plan shall be filed with the state department of public instruction as evidence of compliance with the approval-standards law.

3.5(6) Instructional guide for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The resource guide, developed for each instructional sequence, shall include a statement of its educational purposes; suggested instructional activities, materials, and content; and a description of the means of evaluating each pupil's progress during the educational sequence.

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

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

3.5(8) Unit of credit. A unit of credit is hereby defined as that amount of credit earned by a pupil who successfully completes a course that is either pursued for 36 weeks for the required number of minutes per week as specified by the state board of public instruction or as an equated requirement as part of an innovative program properly described and filed with the state board of public instruction as prescribed in 3.1(6) herein. A fractional unit of credit shall be awarded in a manner consistent with this standard.

In order for a course not specifically designated as a laboratory course to yield one unit

of credit, the course must either be pursued for 36 weeks for at least 200 minutes per week or for the equivalent of 120 hours of instruction.

In order for a course specifically designated as a laboratory course to yield one unit of credit, the course must either be pursued for 36 weeks for at least 275 minutes per week or for the equivalent of 165 hours of instruction.

3.5(9) Organization of daily and weekly schedule. Daily and weekly schedules shall be organized by school officials in a manner which, in their judgment, best fits the conditions within their schools. Instructional innovations—such as team teaching, provisions for individual students, and modular scheduling—which require variable lengths of time and other instructional arrangements shall be permitted provided such arrangements are described and filed with the state board of public instruction in accordance with 3.1(6).

Each course taught shall, to some degree, incorporate a laboratory approach to learning. Courses in which one-third or more of the instruction time is laboratory based, and such other courses as the state board of public instruction may designate, shall be considered laboratory courses in order to yield one unit of credit.

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

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

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

3.5(11) Evaluation of educational program. School officials shall, year-by-year, systematically evaluate their educational program to determine its effectiveness and its adequacy in terms of its scope. In making this evaluation, school officials shall: (a) Use techniques such as conducting follow-up studies of graduates, preparing pupil dropout studies, and identifying over- and under-achievers; and (b) take into consideration the comments and

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recommendations of pupils, parents, and professional staff members obtained through surveys, discussion groups, conferences, and questionnaires.

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

3.5(13) Guidance program in secondary schools. Every board that operates a junior high school, a combined junior-senior high school, or a senior high school shall provide therein an organized and functioning guidance program to aid pupils with their personal, educational, and vocational planning and problems. The guidance program shall be staffed with guidance counselors who have met the professional standards established by the state board of public instruction for such personnel. Their number, as specified in chapter 257, of the Code, and their manner of use shall be set out in the minutes of the board.

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

3.5(14) Guidance services in elementary schools. Effective September 1, 1970, the board shall institute a program of guidance services for its elementary schools. Each pupil shall have access to the minimum amount of guidance service specified by the board and recorded in its minutes.

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

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

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

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

3.5(19) Instructional materials and equipment. Instructional materials and equipment are hereby defined to mean science apparatus, laboratory tables and demonstration desks; shop tools and machinery; gymnasium equipment and apparatus; equipment for business education, art, industrial arts, and music rooms; audio-visual aids equipment; equipment needed in rooms designed especially for each subject taught (such as English and language arts, foreign languages, mathematics, sciences, social studies, and vocational subjects); maps, atlases, and charts; library books and periodicals; encyclopedias and reference books; and the like.

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

3.5(21) Elementary school library materials. Centralized library materials shall be provided in each elementary school system, even though at any given time the bulk of the collection of books and other types of learning materials is actually housed in classrooms. Items such as books, pictures, maps, charts, audio-visual equipment with appropriate slides, films, filmstrips and sound recordings, and museum items shall be included as parts of said materials. The entire collection shall be cataloged and classified according to the Dewey decimal or comparable system and made accessible to teachers and pupils alike. An area shall be provided in each elementary school attendance center for the preparation of learning and instructional materials.

DIVISION VI

ACTIVITY PROGRAM

3.6(257) Activity program. The following standards shall apply to the activity program of approved schools.

3.6(1) Pupil activity programs—general guidelines. Each school or school system shall have a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The activity program shall be co-operatively planned by pupils and teachers, shall be supervised by qualified school personnel, and shall be designed to: (a) Meet the needs and challenge the interests and abilities of all pupils consistent with their individual stages of development; (b) contribute to the physical, mental, aesthetic, civic,

social, moral, emotional, and spiritual growth of all pupils; (c) offer opportunities for both individual and group activities; (d) be integrated with the instructional program; (e) provide balance whereby a limited number of activities will not be perpetuated at the expense of others; (f) be controlled to a degree that interscholastic activities do not unreasonably interfere with the regularly scheduled daily program; and (g) furnish guidance to pupils to insure that they regulate the amount of time they participate in the activity program so that they will not jeopardize benefits they might receive from other aspects of the school program.

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

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

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

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

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

3.6(5) *Pupil activity program in junior high schools.* The junior high school shall have a broad and balanced pupil activities program closely integrated with the instructional program, designed to help pupils achieve maximum personal development. In addition, opportunities shall be provided in the areas of clubs, intramural athletics, music groups, supervised social activities, student government embodying the principles of democracy, and other activities to meet the increasing range of interests, abilities, and aptitudes of junior high pupils.

3.6(6) *Pupil activity program in senior high schools.* The senior high school shall have a pupil activity program based on mutual

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

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

DIVISION VII EDUCATIONAL PLANT

3.7(257) *Educational plant.* The following standards shall apply to the educational plant of approved schools or school systems.

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

3.7(2) *Educational plant requirements.* The educational plant shall be adequate to support all of the courses, activities, and services offered by each school.

3.7(3) *Safe buildings and grounds required.* Every school building shall be safe. The buildings and grounds shall be so maintained as to provide a safe and healthful environment.

3.8 Reserved for future use.

DIVISION VIII PROVISIONS FOR IN-SERVICE GROWTH OF PROFESSIONAL STAFF

3.9(257) *In-service growth of professional staff.* The following standards shall apply to the provisions for the in-service growth of the professional staff.

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

3.9(2) *Professional library.* The board shall establish and maintain a professional library-instructional materials center for use by its professional staff. The budget shall provide for annual expenditures to make planned additions to the equipment, supplies, and pro-

3.9, DEPARTMENTAL RULES

professional books, magazines, and instructional print and nonprint materials essential to the work and professional growth of the staff.

[Filed December 21, 1966;
amended March 2, 1971]

TITLE III

AREA VOCATIONAL SCHOOLS, JUNIOR AND COMMUNITY COLLEGES

CHAPTER 4

APPROVAL OF PUBLIC JUNIOR OR COMMUNITY COLLEGES

- 4.1 Definitions.
- 4.2 Superintendent.
- 4.3 Dean—powers and duties.
- 4.4 Financial records and reports.
- 4.5 Minimum enrollment.
- 4.6 Academic records and transcripts.
- 4.7 Catalog and announcements.
- 4.8 Admission requirements.
- 4.9 High school students.
- 4.10 Academic year and class periods.
- 4.11 Extra sessions restricted.
- 4.12 Credit towards a degree.
- 4.13 Graduation requirements.
- 4.14 High school accreditation.
- 4.15 Faculty.
- 4.16 Instructor requirements.
- 4.17 Qualifications for librarians.
- 4.18 Music instructor.
- 4.19 Physical education director.
- 4.20 Accounting instructor.
- 4.21 Instructors in nontransfer courses.
- 4.22 Drawing instructor.
- 4.23 Typing and shorthand instructor.
- 4.24 Instructor workload.
- 4.25 Faculty organization.
- 4.26 Curriculum.
- 4.27 Work standards and student load.
- 4.28 Library.
- 4.29 Equipment, laboratories, and supplies.
- 4.30 Physical plant.
- 4.31 Student personnel.

4.1(286A) Definitions. For the purposes of these approval standards, the following definitions shall be used.

4.1(1) A *junior or community college* is a collegiate institution offering (a) Not to exceed two years of work beyond the secondary school in college courses, (b) programs of two years or less of other post high school courses, or (c) courses not normally accepted towards a bachelor's degree.

A public junior or community college is a local tax-supported institution under the jurisdiction of the local board of education, whose primary purpose is to provide for the educational needs of the community it serves. It must meet the needs of students who plan to continue their education in a senior college or the needs of those who wish to increase their knowledge or skills in special areas.

4.1(2) *Accreditation* is a process of granting approval to a collegiate institution which results in the acceptance of its credits by other

collegiate institutions. It may carry with it other advantages such as the right to receive financial aid.

Regional accreditation in the midwest is by the North Central Association of Colleges and Secondary Schools. Junior colleges shall work toward meeting these regional standards and in a reasonable time be expected to apply for and gain accreditation by the North Central Association.

State accreditation in Iowa is provided through standards adopted jointly by the state board of public instruction and state board of regents. State accreditation is required in order that credits for a junior college be accepted by the three Iowa public senior institutions of higher learning. It is also required if a junior college is to receive state financial aid.

4.1(3) Terms—junior or community college. For the purpose of these regulations, the words "junior" and "community" shall be considered the same.

4.2(286A) Superintendent. The superintendent of schools in the local district shall be the chief administrative officer of the junior college. He shall delegate to the dean all necessary administrative and supervisory responsibilities to insure an efficient college operation.

4.3(286A) Dean—powers and duties.

4.3(1) The dean shall be responsible for the operation of the college:

- a. Its educational program.
- b. Its faculty and student personnel programs.
- c. The use of facilities assigned to it. (If operated in the same building as a high school this responsibility shall be co-ordinate with that of the principal of the high school.)
- d. The dean may not serve as principal of a high school.

4.3(2) In colleges enrolling two hundred or more students carrying twelve semester hours or more in average daily enrollment, the dean shall devote full time to junior college administrative and supervisory duties. If the college has additional administrative officers having time set aside for administrative duties, the dean shall not devote more than forty percent of his time to teaching or guidance.

4.3(3) In colleges enrolling less than two hundred full-time students carrying twelve semester hours or more in average daily enrollments, the dean shall devote at least fifty percent of his time to administrative duties.

4.4(286A) Financial records and reports. The public junior college shall, as a condition for eligibility for state aid, maintain accurate financial records and make reports in the form prescribed by the state department of public instruction. Such records must show all costs of operation and reasonable share of costs for shared facilities or personnel. It shall neither bear the financial burden of other

school units nor have its costs borne by other units.

4.5(286A) Minimum enrollment. A junior college shall be considered to have an adequate minimum enrollment to receive state aid if it satisfies the following criteria:

4.5(1) It is able to provide adequate classes of reasonable economic size as needed by the students of the district.

4.5(2) It meets the needs of the students of the local area in terms of available curricula as evidenced by periodic surveys.

4.5(3) It shows over the preceding five years by its enrollment that it has stability.

4.6(286A) Academic records and transcripts. The junior college shall maintain an adequate personnel record for each student which shall show clearly a summary of the secondary school record and the college work for each session attended. The junior college shall retain the original college transcripts for students who transfer from another college. The junior college shall issue official transcripts which may be photo copies of the permanent record and which shall contain the signature of the Dean or the Registrar and the imprint of the college seal. The transcript or the accompanying sheet of information shall provide as a minimum the items enumerated in the publication "An Adequate Transcript Guide" issued by the American Association of Collegiate Registrars and Admissions Officers.

4.7(286A) Catalog and announcements. The catalog of the junior college shall be the official publication of the college. The catalog shall present factual information on courses offered, available curricula, staff data, college rules and regulations, cost information, philosophy and objectives of the institution and other information of a general nature. A catalog shall be published at least every other year. In general, material of an advertising or publicity nature shall be published separately from the catalog.

4.8(286A) Admission requirements. The standard minimum requirements for admission to a junior college shall be graduation from an approved high school, or its equivalent. The junior college shall have the right to either establish admission requirements that are higher than this basic policy or to waive the basic admission requirements for students who will be taking only courses not leading to a baccalaureate degree. The method of determining the equivalence of a high school diploma shall be consistent with the practices followed by the three state institutions for higher education in Iowa.

4.9(286A) High school students. If the standard college course work offered by a junior college is of college level, most high school students will not be qualified for college level courses until after high school graduation. The faculty of a junior college may establish, however, standards under which

high school seniors of special ability may take college course work for credit if the student has been registered for sufficient high school units to complete the requirements for graduation. The standards established by the faculty shall be filed with and approved by the department of public instruction.

4.10(286A) Academic year and class periods. The academic year of a junior college shall provide for a minimum of thirty-four weeks of instruction. Each recitation or lecture section shall be at least fifty minutes in length.

4.11(286A) Extra sessions restricted. As a general principle, Iowa public junior colleges shall not hold summer schools or offer classes meeting only on Saturdays. If under special conditions a departure from this principle seems justified, special permission must be secured from the state department of public instruction. If permission is granted, the same standards shall be used as for regular classes and in the case of Saturday classes they will be counted as a part of the instructor's regular weekly load.

Evening classes are a standard part of a junior college program and must be counted as a part of an instructor's load if he also teaches regular daytime classes. Normally regular day college students will not take evening classes.

4.12(286A) Credit towards a degree. Not more than one-half of the collegiate requirements for a baccalaureate degree from a state institution for higher learning may be satisfied by credit earned in a junior college.

4.13(286A) Graduation requirements. A minimum of sixty semester hours of junior college credit exclusive of required courses in physical education and military science shall be required for graduation from a junior college. The diploma granted for completion of a junior college curriculum may be called an Associate in Arts, an Associate in Science, or an Associate degree of another designation. Documents of a lesser status may also be awarded for graduation.

No student shall be certified for graduation from a junior college who has not earned an over-all grade point ratio of 1.80 or above. Grade points shall be awarded as follows: A—4, B—3, C—2, D—1, F—0.

4.14(286A) High school accreditation. A public junior college shall not be eligible to be approved unless the high school or high schools operated by the same district are accredited by the North Central Association.

4.15(286A) Faculty.

4.15(1) Instructor qualifications. Junior college instructors must hold certificates issued by the board of public instruction which are valid for teaching in grades thirteen and fourteen.

Junior college instructors shall either have had collegiate preparation in junior college

4.15, DEPARTMENTAL RULES

philosophy and teaching methods, and in counseling and guidance at the college level; or shall secure such preparation through participation in an approved in-service program.

4.15(2) General requirements. The instructor shall hold a master's degree from a recognized graduate school with a graduate major in his principal field of instruction and at least fifteen semester hours of graduate credit in any other field taught.

4.16(286A) Art instructor requirements. The instructor in art shall hold a master's degree with a major in art from a recognized graduate school; or, in lieu thereof, a certificate endorsed specifically for the teaching of art.

4.17(286A) Qualifications for librarians. A person serving as librarian for half-time or less shall have completed twenty semester hours of preparation in library science; or, in lieu thereof, said person shall hold a certificate endorsed for service as a school librarian; a person serving as librarian for more than half-time shall have completed fifteen hours of graduate credit in library science, and said person shall hold a certificate endorsed for service as a school librarian.

4.18(286A) Music instructor. The instructor in music shall hold a master's degree with a major in music from a recognized graduate school; or, in lieu thereof, a certificate endorsed specifically for the teaching of music.

4.19(286A) Physical education instructor. The instructor in physical education shall hold a master's degree with a major in physical education from a recognized graduate school; or, in lieu thereof, a certificate endorsed specifically for the teaching of physical education.

4.20(286A) Accounting instructor. The instructor in accounting shall hold a master's degree from a recognized graduate school with fifteen semester hours of credit in accounting of which at least three semester hours shall be graduate credit.

4.21(286A) Instructors in nontransfer courses. The instructor in any course which is not usually included in programs leading to the bachelor's degree in accredited colleges and universities shall have had appropriate preparation or competence for each such course taught as determined by the official in the department of public instruction who supervises junior colleges.

4.22(286A) Drawing instructor. The instructor in engineering drawing shall hold a bachelor's degree from a recognized collegiate institution with at least eight semester hours of credit in engineering drawing of the type required in a basic curriculum in engineering.

4.23(286A) Typing and shorthand instructor. The instructor in shorthand and type-writing shall hold a master's degree from a recognized graduate school with either a graduate or an undergraduate major in the

field of business or commerce, and with not less than five semester hours of graduate or undergraduate credit in each of these subjects.

4.24(286A) Instructor workload. The load of an instructor in a junior college shall not exceed sixteen semester credit hours. All junior college administrators shall use the following uniform method of computing the teaching load:

4.24(1) Junior college nonlaboratory courses shall carry the same number of semester credit hours as are given in the course.

4.24(2) Junior college laboratory classes, extracurricular supervision, and administrative duties shall be weighted .70 per clock hour.

4.24(3) High school classes shall be weighted .70 per class period.

4.24(4) High school extracurricular supervision and administrative duties shall be weighted .50 per clock hour.

4.24(5) Adult education teaching assignments shall constitute a part of the twenty-six semester hour load and shall be weighted at .70 per clock hour of instruction except when carrying semester hours of college credit in which case items 1 and 2 will apply.

4.25(286A) Faculty organization. The faculty shall be regularly organized and meet regularly for the purpose of study and development of the curriculum, improvement of instruction, development of general policy and such other matters as are appropriate to a college faculty. It is essential that the organized faculty have definite responsibility in the operation of the college.

4.26(286A) Curriculum. A junior college shall provide college courses in English, mathematics, the physical or natural sciences, the social sciences, and the humanities. Foreign language, business and other college courses may be offered in accordance with local needs where the community is able to supply the necessary equipment and qualified teacher or teachers.

On the basis of determined community or area needs, junior colleges may offer courses which are basically technological, service, or vocational in nature. These courses may differ in content, purpose, and length from college courses. Differences that do exist shall be noted in the official publications of the junior college. Junior colleges making such offerings shall comply with the requirements for each course in terms of teacher competency and instructional materials which the appropriate state supervising agency of the junior colleges shall establish from time to time.

4.27(286A) Work standards and student load. Each course which is offered for college credit in a junior college shall be taught at a standard consistent with the quantity and quality of similar courses offered in accredited senior colleges.

A normal full-time student-load shall be six-

teen semester hours. Extra work may be taken by superior students with faculty approval but under no circumstances shall any student be permitted to register for more than twenty semester hours of work.

4.28(286A) Library. In evaluating a junior college library, for purposes of approval hereunder, consideration shall be given to the following specific recommendations:

4.28(1) Organization and administration. The library shall be adequately housed and professionally administered with books well distributed. An appropriate reading room, separate from the high school library if possible, should be open to all students throughout the day. Adequate seating space (recommended to seat twenty percent of the student body) shall be provided.

4.28(2) Adequacy of materials. The library shall contain adequate basic general reference books, and appropriate current periodicals in sufficient variety for each department in which instruction is given.

4.28(3) Annual appropriation. In each junior college there shall be an annual appropriation for the purchase of new books, exclusive of government documents and periodicals, of not less than one thousand dollars or ten dollars per student, whichever is greater.

4.28(4) Cataloging. Books must be properly cataloged.

4.28(5) Co-ordination with other library facilities. In no case shall the junior college depend upon the city library for any large share of materials or facilities unless it is close enough for students to use it for study during the school day and unless the junior college has adequate control over the books purchased and their use.

4.28(6) Use by students and staff. Both students and staff members shall have free access to all library facilities.

4.29(286A) Equipment, laboratories and supplies. The junior college shall provide adequate equipment, laboratories and supplies in relation to the courses offered. Annual budgetary provision shall be adequate to keep instructional material, equipment and facilities up-to-date.

4.30(286A) Physical plant. The location, buildings, and equipment of a junior college shall be well maintained and in good repair. They shall be clean, orderly and in good hygienic condition. A consistent plan of systematic maintenance shall be in evidence.

The physical plant shall be adequate in size and properly equipped for the program offered by the college. If space is shared with a high school, there shall be sufficient separation of rooms assigned to permit the development of a college atmosphere. Office space for the junior college shall be separate from the high school office.

4.31(286A) Student personnel.

4.31(1) Extracurricular activities. The junior college shall provide sufficient extra-

curricular activities to afford its students with an opportunity for the development of leadership and initiative. All extracurricular activities of the college must be under the direct supervision of qualified members of the junior college faculty.

4.31(2) Counseling and guidance. A junior college shall provide guidance services which serve all students enrolled and which utilize the aid of staff members, school facilities and community agencies. These services should include curriculum planning, student counseling, standardized testing, collection of student personal data, job placement and follow-up studies.

The guidance services shall be directed by a staff member specially prepared and qualified. Allotments shall be made of time, space and funds which are adequate for a comprehensive guidance program for the college.

[Filed April 24, 1959]

CHAPTER 5 AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

- 5.1 Form and content of notice of intent.
- 5.2 Definitions.
- 5.3 Administration.
- 5.4 Faculty.
- 5.5 Curriculum.
- 5.6 Community services.
- 5.7 Standards of work and student load.
- 5.8 Library.
- 5.9 Laboratories, shops, equipment and supplies.
- 5.10 Physical plant.
- 5.11 Student personnel services.
- 5.12 Approval procedures.
- 5.13 Standards for area vocational schools.
- 5.14 Tuition rates.
- 5.15 Attendance outside resident area.
- 5.16 Building site—size.
- 5.17 Building plans.
- 5.18 Preliminary planning.
- 5.19 Other governmental approval.
- 5.20 Parking lots.
- 5.21 Flexibility and expansion.
- 5.22 Physically handicapped.
- 5.23 Adequate facilities.
- 5.24 Air-conditioning.
- 5.25 Library.
- 5.26 Commons.
- 5.27 Permanent facilities.
- 5.28 Nonacceptable facilities.

5.1(280A) Form and content of notice of intent. The form and content of the notice of intent to form the proposed merged area, required by statute to be published by each county board of education which is a planning board, within thirty calendar days after approval by the state board of public instruction of the plan for such area, are hereby prescribed to be substantially as follows:

5.1, DEPARTMENTAL RULES

NOTICE OF INTENT TO FORM A PROPOSED MERGED AREA

Pursuant to Section 280A.10, subsection 1, Code of Iowa notice is hereby given by the County Board of Education, a planning board within the meaning of said section, that the State Board of Public Instruction met on the day of, 19...., and approved a proposed plan for the purpose of establishing an area (Here insert "vocational school" or "community college")

and designated said area as merged area (Education), at said area to include all of the territory in the school systems of (Here name county school systems included in their entirety.) and (Here describe included territory in county school systems, if any, not included in their entirety.)

county school systems or designated parts thereof existed on the day of, 19....; and designated the location or locations of said area vocational school (or community college) as (Here specify the officially-designated location or locations.)

districts in said proposed merged area as continuous with the territorial boundaries of (Here describe director districts in terms of boundaries of existing county school systems or local districts.)

from which a governing and tax-certifying board of directors for said merged area, composed of one director elected from each director district, will be elected upon final approval by said planning board of the proposal to form said merged area.

Notice is further given that the purpose for formation of the said proposed area is to offer to residents of said proposed area, to the greatest extent possible, educational opportunities and services as follows: (Here insert such of the following services applicable to the proposal.)

1. The first two years of college work including preprofessional education.
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school public or private.
6. Student personnel services.
7. Community services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent succeeding in regular vocational educational education programs.

9. Training, retraining, and all necessary preparation for productive employment of all citizens.

Notice is further given that the county board of education of county

(Here insert name of county.)

hereby expresses its intent to act with the several county boards of education having jurisdiction of the territory hereinabove described in the formation of the merged (education) area hereinabove described.

Dated at, this day of, 19.....

.....
President,
County Board of Education

.....
County Superintendent of Schools
[Rules 5.2(280A) to 5.13(280A), inclusive, were filed as joint rules with the Board of Regents and the Board of Public Instruction.]

5.2(280A) Definitions. For purposes of these approval standards, the following definitions shall be used.

5.2(1) Accreditation. Accreditation is the process of granting approval to an institution to indicate that such institution has met the minimum requirements of excellence for an institution of its type.

5.2(2) Area community college. An area community college shall satisfy the definition of both an "area vocational school" and an "area community college" as set forth in sections 280A.1 and 280A.2 of the Code.

5.3(280A) Administration.

5.3(1) Superintendent. The superintendent, who shall be the holder of a teacher's certificate authorizing service as superintendent of an area vocational school or area community college, shall be the chief administrative officer of the area community college operated under the jurisdiction of a merged area board, and he shall be the executive officer of that board. The superintendent shall be responsible for the operation of the area community college with respect to its educational program, its faculty and student personnel programs, and the use of its facilities. He shall delegate to the directors all necessary administrative and supervisory responsibilities to insure an efficient operation of the institution.

5.3(2) Administrative assistant. The administrative assistant shall be responsible to the superintendent for projects and duties assigned.

5.3(3) Business manager. The business manager shall perform the functions of financial accounting, record keeping, and reporting, and he shall implement decisions of the administration relative to budgeting. In addition, he shall be responsible for inventory keeping, equipment and plant maintenance, operation of plant, and operation of services such as food service and bookstore.

5.3(4) Director. A director, who shall be the holder of a teacher's certificate authoriz-

ing service in the administrative position of director of a division of an area community college or of a separate attendance area, shall be administratively responsible to the superintendent.

5.3(5) *Chairman or department head.* A chairman or department head is a person who holds a teacher's certificate authorizing service as community college or vocational school instructor and who heads a department of instruction within a division.

5.3(6) *Administrative structure.* Each merged area board, subject to the approval of the state board of public instruction, shall, for each educational institution or branch thereof which it may operate, establish and staff an administrative structure consistent with the educational services offered. Each area community college shall have the following divisions with a director, responsible to the superintendent, for each such division: Vocational-technical education, adult or continuing education, education in arts and sciences, student personnel services, and institutional services. If additional attendance centers are operated, a center director shall be appointed for each such center.

5.3(7) *Financial records and reports.* The area community college shall maintain accurate financial records and make reports in the form prescribed by the state department of public instruction.

5.3(8) *Enrollment.* An area community college shall meet minimum enrollment requirements if it offers instruction as outlined in 5.5(280A), and if, to the satisfaction of the state board of public instruction, it: (a) Is able to provide classes of reasonable economic size as needed by students of the merged area, (b) meets the needs of the students of the merged area in terms of available curricula as evidenced by periodic geographical area occupational surveys, and (c) shows by its past and present enrollment and placement picture that it meets the individual and employment needs.

The full-time equivalent of part-time students shall be determined by dividing by twelve the sum of all credit hours carried by all part-time students.

The total full-time equivalent enrollment of an institution shall be determined by adding to the quotient above, the total number of full-time students.

5.3(9) *Student records and transcripts.* The area community college shall maintain for each student a permanent record which shall include: (a) A summary of the secondary school records, (b) original copies of official transcripts on intranfering students, (c) a record of each course in which the student has been enrolled. The permanent records shall be maintained in perpetuity, and they shall be kept in a fire resistant storage located in a designated administrative office.

A cumulative record folder, including copies of both the permanent record and a compilation of any data which will assist the faculty

members to understand the student better and to assist the student to develop his talents to the greatest extent possible, shall be maintained for each student, and it shall be located in a guidance office or records center.

Official transcripts of the permanent student records shall be issued to the student involved and to authorized persons upon the approval and signature of the designated school official. The transcripts shall provide, as a minimum, the items enumerated in any adequate transcript guide which the state department of public instruction may designate.

5.3(10) *Registrar.* The registrar shall provide for all student registrations, keep the official student records, issue all transcripts of student records, maintain statistics on student enrollments, class size, room and space utilization, and other pertinent data.

5.3(11) *Admissions officer.* The admissions officer shall enforce the policies of the admissions requirements, receive and act upon all applications for admission, co-operate with the directors and department heads, and co-operate with the public schools in the area.

5.3(12) *Catalog.* The catalog of the area community college shall be the official publication of the college. It shall include accurate information on the following: (a) Statement of institutional policy; (b) listing of administrative, faculty, and staff personnel; (c) curricular offerings; (d) all courses by course number, title, credit hours, and description; (e) admission requirements; (f) retention standards; (g) graduation requirements; (h) grading system; (i) rules of conduct; (j) college costs; and (k) institutional accreditation or approval. The catalog shall be published at least every other year.

5.3(13) *Admission requirements.*

a. Arts and sciences. The minimum requirement for admission as an entering freshman, including preprofessional education, shall be graduation from an approved secondary school or its equivalent. The method of determining equivalency of a secondary school diploma shall be consistent with the practices employed by the three state institutions for higher education in Iowa. The minimum requirement for admission of a student transferring from another college shall be completion of college credit from an accredited collegiate institution. The method of determining accreditation of an institution shall be in accordance with recognized institutional standards.

b. Technical curricula. The minimum requirements for admission to technical curricula shall be: (1) Graduation from an approved high school, or evidence of demonstrated interest, aptitude, and ability to profit from technical education; (2) possession of physical, mental, and emotional capability to profit from technical education; and (3) fulfillment of the prerequisites for enrollment in a curriculum including the meeting of specific standards for entrance to the particular tech-

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nical curriculum which shall have been established by the state board of public instruction.

"Part-time supplemental courses" are those in which instruction is given to individuals for the purpose of increasing or extending their skill and knowledge in the occupation in which they are or have been engaged. Admission to such courses in a technical area shall be limited to persons who have left the full-time school, under conditions not in violation of the compulsory school law, and who are or have been employed in the activity in which instruction is sought.

c. *Vocational.* The standard minimum requirements for admission to vocational curricula shall be: (1) Evidence of demonstrated interest, aptitude, and ability to profit from vocational education; (2) possession of physical, mental, and emotional capability to profit from vocational education; and (3) fulfillment of the prerequisites for enrollment in a curriculum including the meeting of specific standards for the particular vocational curriculum which shall have been established by the state board of public instruction.

"Part-time supplemental courses" are those in which instruction is given to individuals for the purpose of increasing or extending their skill and knowledge in the occupation in which they are or have been engaged. Admission to such part-time courses in a vocational area shall be limited to persons who have left the full-time school, under conditions not in violation of the compulsory school law, and who are employed in the activity in which instruction is sought.

d. *Vocational education for persons with handicaps.* The requirements for admission to programs of vocational education for persons who have academic, socio-economic, or other handicaps which prevent succeeding in regular vocational education programs shall be based on analysis, evaluation, and screening of each individual's needs, abilities, and interests in accordance with procedures established by appropriate divisions of the state department of public instruction.

e. *High school completion.* The requirements for admission of persons to programs for high school completion shall be: (1) Chronological age of the typical high school graduate, and (2) evidence of interest and ability to complete a high school curriculum.

f. *Adult general education courses.* The requirements for admission of persons to adult general education courses shall be: (1) Chronological age of the typical high school graduate, and (2) evidence of interest.

5.3(14) *High school students in arts and science courses and in vocational-technical courses.*

a. *Arts and science courses.* Students with demonstrated superior competence in specific areas of academic fields may be admitted to college level course work in comparable areas for college credit. Authorization

to undertake such work shall have co-operative approval of the college administration and the high school principal.

b. *Vocational-technical courses.* Courses for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private, shall be offered in accordance with plans developed for such students subject to approval by the state department of public instruction.

5.3(15) *School year and length of periods.* The length of the school year and the length of periods for: (a) Offerings comprising the first two years of college work including preprofessional education, and (b) offerings in vocational and technical education, respectively, shall comply with the following conditions. The duration of continuing education (general and occupational) shall be governed by the course content.

a. *Arts and sciences.* The academic year of that portion of the educational program of an area community college which is devoted to instruction yielding credits for the first two years of college work including preprofessional education shall be a minimum of thirty-six weeks of instruction. One hour per week including passing time for twelve weeks shall be regarded as the minimum basis for one quarter hour of credit. Courses involving laboratory work shall include in addition to the required lecture minimum, at least, one quarter time per week of supervision in the laboratory. Appropriate adjustment shall be made if work is offered on the semester plan.

b. *Vocational-technical education.* An area community college shall provide for forty-eight weeks of instruction consisting of four twelve-week quarters. Provision shall be made for conducting programs of instruction for which the scheduling does not fit into the normal school year. The base period shall be one hour in length including passing time.

5.3(16) *Graduation requirements.* Graduation from an area community college shall be certified by the issuance of a diploma indicating the type of two-year curriculum or program which the student has completed. No student shall be issued a diploma who has not earned a cumulative grade point ratio of 1.80 or above. Grades and grade points shall be awarded as follows: A-4, B-3, C-2, D-1, F-0.

a. *Associate in arts and science.* The degree issued to a person who has been graduated from a two-year college curriculum shall certify that its recipient is either an associate in arts or an associate in science.

b. *Associate in applied science.* The degree issued to a person who has been graduated from a two-year technology curriculum shall certify that the recipient is an associate in applied science.

c. *Graduate in vocational or technical education.* A diploma shall be issued to a person who has been graduated from a vocational

curriculum or a technical curriculum of less than two years' duration and it shall specify the type of curriculum completed.

d. Certificate in course of instruction. A certificate of completion shall be issued to signify that a student has satisfactorily completed a course of instruction other than the above.

5.4(280A) Faculty.

5.4(1) Certificate and preparation in field of instruction. An area community college instructor or area vocational school instructor must hold a certificate issued by the state board of public instruction which is valid for teaching in such institutions. The instructor must be prepared in his respective field of instruction as outlined herein.

5.4(2) Approval in area in arts and sciences. Each instructor in any of the following areas shall hold a master's degree in his principal field of instruction from an accredited graduate school: (a) Business, (b) English, (c) the fine arts, (d) foreign languages, (e) mathematics, (f) physical education, (g) sciences, (h) social science, and (i) speech.

5.4(3) Other fields. Each person offering service or instruction in any of the following fields shall have met the preparation requirements indicated for each field.

a. Accounting. An instructor in accounting shall hold a master's degree in business from an accredited graduate school providing that the degree includes fifteen semester hours of credit in accounting of which at least three semester hours shall be graduate credit.

b. Counseling and guidance. A counselor shall have a master's degree in counseling and guidance or in college student personnel work with a major in counseling from an accredited institution.

c. Pre-engineering drawing. An instructor in this area shall hold a bachelor's degree from an institution approved by the department of public instruction with emphasis in the area of engineering graphics and competency in the field of drafting as evidenced by work experience.

d. Librarian. A professional librarian shall hold a master's degree or equivalent in library science from an accredited institution. An assistant librarian shall have a bachelor's degree with a major in library science from an accredited collegiate institution.

e. Business skills. An instructor in business skills shall hold a bachelor's degree from an accredited collegiate institution, providing that the degree includes a major in business or commerce, with advanced course work for credit in office machine operation, shorthand, and stenography or typewriting—whichever business skills the instructor will teach.

5.4(4) Approval in areas in vocational-technical education. Instructors in vocational-technical education areas shall meet the approval standards for the fields taught as outlined in the Iowa State Plan for Vocational

Education in: (a) Agriculture, (b) distribution, (c) health occupations, (d) home economics, (e) office occupations, (f) trade and industry, and (g) related courses designed to increase knowledge and understanding and develop attitudes concerned with occupations and necessary for general education.

5.4(5) Approval in adult or continuing education. Instructors in vocational-technical education areas shall meet the approval standards as set forth in 5.4(4); in other fields as set forth in 5.4(2). For all adult general education classes, the instructor shall display (a) a genuine interest in teaching, (b) evidence of proficiency in the area of instruction, and (c) compliance with all rules and regulations established by the area school superintendent or the appointed director.

5.4(6) Instructor load.

a. Arts and sciences. The standard load of an instructor in arts and science courses shall be twelve credit hours, with the exception that any faculty member may teach the equivalent of one three-credit-hour adult or continuing education course at night in addition to a full-time day school load; in no case shall it exceed sixteen credit hours.

b. Vocational-technical. The full-time teaching load of an instructor in shop or laboratory vocational and technical courses shall not exceed six hours per day, and an aggregate of thirty hours per week, including teaching, supervision, co-ordination, and other assignments provided that this limitation does not include continuing education or supplemental programs. When the teaching assignment includes classroom subjects (nonlaboratory and nonshop), consideration shall be given to establishing the teaching load more in conformity with that of "a" above.

5.4(7) Faculty organization. The faculty shall be organized in such a way as to promote unity through two-way communication between the faculty and administration and to insure faculty participation in the development of the curriculum, improvement of instruction, development of general policy, and such other matters as are appropriate. The faculty shall meet regularly to fulfill these functions. The faculty shall be organized into departments or instructional areas, and, where the department is sufficiently large to justify it, it shall be led by a chairman or departmental head who has released time and office facilities commensurate with his leadership responsibilities. The chairman or departmental head shall work in co-operation with his departmental staff in: (a) Development of a departmental curriculum responsive to the needs of the principal types of prospective students and occupations; (b) determination and administration of a departmental testing program; (c) participation with the administration in employing and promoting staff members; (d) conduct of in-service education; and (e) leadership and stimulation of the experienced members of the department.

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5.4(8) Faculty development. The administration of the college shall encourage the continued development of faculty potential by: (a) Regularly stimulating department chairmen or heads to meet their responsibilities in this regard; (b) lightening the teaching loads of first-year instructors whose course preparation and in-service training demand it; (c) stimulating curricular evaluation, and (d) encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other, and the community.

[The above rule as herein printed also appears in the Code as section 280A.36 since it is an enactment by the general assembly.]

5.5(280A) Curriculum.

5.5(1) Arts and sciences. The first two years of college work including preprofessional education shall be offered in division of arts and sciences, and this work shall provide courses in: (a) Business, (b) English, (c) the fine arts, (d) foreign languages, (e) mathematics, (f) sciences, (g) social sciences, and (h) speech. A continuing survey of the institutions of higher learning to which students tend to transfer shall be carried on by each area institution to determine how well such students succeed and which adjustments in its curriculum and standards, if any, need to be made.

5.5(2) Technical and vocational education. Instruction shall be offered in technical and vocational education in no less than five different occupational fields as defined by the state department of public instruction leading to immediate employment. The occupational fields in which instruction is offered shall be determined by merged area and geographical area needs as identified by periodic surveys in these areas. Advisory committees shall be used in connection with these surveys and in establishing instructional programs.

a. Technical education. The curricula which may be offered under the heading "technical education" shall be classified as: (1) Agricultural education, (2) distributive education, (3) health occupations education, (4) home economics education, (5) office occupations education, (6) trade and industrial education, and (7) special technical education programs.

b. Vocational education. The curricula which may be offered under the heading "vocational education" shall be classified in the same manner as those offered under the heading of technical education.

c. Curriculum content. A technical education curriculum shall include fifteen to thirty percent in related instruction, for example, communication skills, social studies, economics, and human relations; twenty to thirty percent in related basic and applied mathematics and science; forty to sixty percent in technical skills and specialties; and zero to ten percent in electives.

Vocational curricula will require more time devoted to the development of skills and specialties than will technical curricula.

5.5(3) Part-time occupational education. Part-time adult continuing or supplemental education shall be offered as needed in the technical and vocational areas cited herein including education for single skill occupations, supervisory development, related instruction for apprentices, and new industry and business education.

5.5(4) Part-time general education. Part-time adult or continuing general education shall be offered as needed in adult basic education; adult secondary education; continuing general education of a liberal, informational, avocational, or recreational type; and community service programs.

5.5(5) Programs of technical and vocational education for the handicapped. Surveys shall be conducted in each merged area to determine the educational needs of persons who, due to academic, socio-economic, or other handicaps, are prevented from succeeding in regular technical or vocational education programs, and appropriate modifications in facilities, materials, and instructional arrangements shall be made to make it possible for those whose abilities and interests warrant it to enroll in such programs.

5.6(280A) Community services. The area community college shall provide a program of community services designed to meet the needs of the persons residing in the merged area. Programs shall be developed with the assistance of an advisory committee. The purpose of the community service programs shall be to foster agricultural, business, industrial, cultural, and recreational development in the area.

5.7(280A) Standards of work and student load.

5.7(1) Arts and sciences. Each course which is offered in the arts and sciences division for college credit shall be taught at a standard consistent with the quality and quantity of similar courses offered in accredited institutions of higher learning.

Courses of a remedial nature or a prefreshman level shall not bear college transfer credit and shall be clearly identified in the college catalog and on transcripts.

A normal full-time student's load shall be sixteen credit hours. Additional work may be taken by superior students with faculty approval, but no student shall be permitted to register for more than twenty credit hours without college approval.

A full-time student in arts and sciences shall be defined as one who is carrying twelve or more hours of college credit.

5.7(2) Technical and vocational education. Each course offered in the area of technical and vocational education shall be taught at a standard consistent with the quality and

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quantity of work needed to prepare the student for successful employment in the occupation for which instruction is being offered.

A full-time student in technical or vocational education shall be defined as one who is taking twelve or more credit hours of technical or vocational education credit.

Curricula in technical and vocational education shall be offered on the basis of an average load of thirty class hours per five-day week, twelve weeks per quarter. Students enrolled in part-time curriculum work shall be scheduled, based on class needs, to accomplish this average load, but over a longer period of time.

a. Class work. "Class work" shall mean lecture and other classroom instruction. One quarter hour of technical or vocational credit shall require one hour of class work per week for twelve weeks.

b. Laboratory work. "Laboratory work" shall mean demonstration by the instructor, and experimentation and practice by students. One quarter hour of technical or vocational credit shall require two hours of laboratory work per week for twelve weeks.

c. Shop work. "Shop work" shall mean development of manipulative skills and job proficiency. One quarter hour of technical or vocational credit shall require three hours of shop instruction for twelve weeks.

5.8(280A) Library.

5.8(1) Staff.

a. A professional librarian as defined by 5.4(3)"d" herein shall be employed.

b. The librarian shall have faculty rank equivalent to that of a department head as defined by 5.4(7) herein.

c. An area institution with a full-time equivalent enrollment up to 500 shall employ one professional librarian, and, for each increase of 500 in enrollment, one additional professional librarian shall be employed.

d. An area institution with a full-time equivalent enrollment up to 500 shall employ one assistant librarian as defined by 5.4(3) "d" and also at least one clerical assistant; at least one additional clerical assistant shall be added for each additional 500 students enrolled.

e. Student assistants may be employed on a part-time basis, provided they are not left with complete supervision of the library or a branch thereof in the absence of a professional librarian or an assistant librarian for longer than a two-hour period.

5.8(2) Expenditures.

a. The library expenditures shall be at least five percent of the total general fund budget.

b. The percent of the general fund budget devoted to the library shall, if necessary, be augmented as the student enrollment or course offerings increase, or if the library is responsible for audio-visual services.

c. The library expenditures for an area institution shall exceed five percent of the general fund budget each year by the amount

needed to meet the conditions of 5.8(3)"a" herein.

5.8(3) Collections.

a. An area community college with an enrollment up to 1,000 full-time equivalent students shall have a professionally selected book collection of at least twenty volumes per student; for each additional 500 students, there shall be an additional ten volumes per student. The collection of an area vocational school shall be evaluated in terms of its adequacy for the number and variety of programs offered and the number of students enrolled.

b. In addition to the book collection the library shall have a professionally selected list of periodicals, newspapers, government documents, maps, pamphlets, and basic reference books all appropriate for each area in which instruction is given.

c. The audio-visual services of the library shall include recordings, tapes, slides, film strips, and other appropriate audio-visual items.

d. The library collection shall be fully organized for use, using classification schemes and cataloging practices in general use by professional librarians.

e. Provision shall be made for locating library materials as needed for ready reference in classrooms, laboratories, and shops.

5.8(4) Quarters. Whether housed in a separate building or as a part of a complex, the library shall be centrally located on the campus or at the attendance center; its lighting shall conform to generally accepted standards for libraries; it shall be air conditioned; there shall be free access to the collections with seating accommodations for at least twenty-five percent of the full-time equivalent students enrolled. Provision shall be made for expansion as the student enrollment and collection grow.

5.8(5) General standard. Merged area boards shall take into account recognized standards developed by professional librarians and accrediting associations in developing, equipping, staffing, housing, and operating library services in the educational institutions which they maintain and operate. Evaluative instruments developed by these librarians and associations shall be used in appraising the adequacy of libraries in area institutions.

5.9(280A) Laboratories, shops, equipment, and supplies. Laboratories, shops, equipment, and supplies comparable with that used in the occupations for which instruction is offered shall be provided in accordance with the conditions of the most recent Iowa state plan for vocational education. Similarly, arts and science courses shall be supported in a manner comparable to those which prevail in standard accredited colleges and universities to which students may wish to transfer college credits.

Specific annual budgetary provisions shall be made to meet this standard.

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5.10(280A) Physical plant. The location, buildings, and equipment of the area institution shall be well maintained and in good repair. A consistent plan of systematic maintenance shall be in evidence.

The physical plant shall be adequate in size and properly equipped for the program offered.

5.11(280A) Student personnel services. A program of student personnel services shall be provided to meet the needs of students.

5.11(1) Counseling and related services. Professionally prepared and certificated counselors shall be employed on the staff of the director of personnel services. There shall be one professional counselor for each three hundred full-time equivalent students. These services shall deal with student academic, vocational, and personal adjustment problems. More specifically, these services shall be concerned with standardized testing, personal data collection, counseling, information service, placement, and follow-up. Allotments shall be made of space, time, equipment, and materials necessary for a comprehensive program providing counseling and related services in keeping with the total programs of the institution.

5.11(2) Housing. Unmarried students under twenty-one years of age and not living at home shall be required to live in approved housing. The inspection and approval of private residences for student housing shall be done by the division of personnel services to insure that students will be protected from exploitation and will live in a healthful situation. If the area institution maintains a residence hall, its staff shall be selected in terms of their interest with priority given to those who have experienced background or preparation for this type of work.

5.11(3) Health services. Provision shall be made for health services adequate to meet those student needs which fall within the responsibility of the area institution operated by a merged area board.

5.11(4) Extracurricular activities. Sufficient extracurricular activities to afford students an opportunity for leadership and initiative shall be provided. Planning of the activities shall involve both students and faculty, but all activities shall be under the direct supervision of qualified members of the faculty or staff.

5.12(280A) Approval procedures.

5.12(1) Procedure for first and second years of operation. Temporary approval of an area community college for each of the first two years of operation shall be granted annually subject to approval by the state board of public instruction and the state board of regents upon certification by the state department of public instruction that said institution has followed prescribed procedures in getting started and that it gives promise of ultimate

compliance with all standards contained herein.

During the second year of operation, the institution shall prepare a comprehensive self-study following the directions issued by the state department of public instruction.

5.12(2) Procedures after second year of operation.

a. During the third year of operation the institution shall be visited by a team of six examiners equally representing the state board of public instruction and the state board of regents and chosen by the respective boards. The chairman of the team shall be selected by the state department of public instruction. The examiners shall spend a minimum of two days at the institution visited.

b. Within one month after the visit the chairman of the examination team shall submit to the state board of public instruction and the state board of regents a report, together with the institution's self-study and pertinent supplementary materials. The report shall identify the institution's strengths and weaknesses on the basis of the state standards and the final pages of the report shall consist of a specific recommendation as to whether or not approval by the state board of public instruction and the state board of regents is warranted. The head of the institution shall have an opportunity to file supplemental statements or data. The state department of public instruction shall distribute copies of the report, the self-study, any supplemental statements or data filed by the head of the institution, and related materials to the members of the state board of public instruction and the state board of regents.

c. If, after the visit by the examination team, the institution is given full approval by the state board of public instruction and the state board of regents, its approval shall continue, ordinarily, on an annual basis for a period of five years, contingent upon evidence that the institution is making consistent effort to strengthen the areas in which weaknesses were noted. To provide this evidence of progress, the institution shall submit by April 1 of each year, a report of what improvements have been made and what changes are planned for the next year. To supplement and verify this annual report, a representative of the state department of public instruction shall visit each institution at least one day each year. However, acting jointly, the state board of public instruction and the state board of regents have the discretionary authority to review the approval in intervening years.

On the basis of this report and the visit by its representative, the state department of public instruction shall recommend to the state board of public instruction and the state board of regents whether or not an institution's approval should be continued. The institution shall be revisited by an examination team every five years. If the state department of public instruction believes that the situation in a given institution warrants such, it shall arrange for a revisit by an examination team.

which shall always be preceded by a self-study, even though a period of five years has not yet elapsed.

d. If, after the visit by the examination team, the institution is given provisional approval by the state board of public instruction and the state board of regents, the institution shall be revisited by an examination team within three years after the original visit. One year after the team visit and again a year later, the institution shall be visited by a representative of the state department of public instruction who will submit an annual report as provided in 5.12(2)"c" herein.

On the basis of the visit and the report, the state department will recommend to the state board of public instruction and the state board of regents whether continuation of provisional approval seems warranted. Provisional approval shall continue if, in the judgment of the state board of public instruction and the state board of regents, the institution has made satisfactory progress in improving areas where weaknesses were noted by the examination team.

"Provisional approval" shall mean that the institution's strengths are judged to be greater than the weaknesses and that there is a good possibility that the weaknesses can be corrected within three years or less.

5.12(3) State financial aid. An institution that has received temporary approval, full approval, or provisional approval by the state board of public instruction and the state board of regents is eligible to receive financial aid from state funds.

5.12(4) Progress toward regional accreditation. Each area community college that has not received accreditation by the regional association is expected to demonstrate that it is making annual progress toward meriting such accreditation.

5.13(280A) Standards for area vocational schools. Area vocational schools; with the exception of offering the first two years of college work including preprofessional education and with the exception of providing instructors, facilities and equipment for such college work; shall be subject to the same standards as outlined for area community colleges and hereinabove set forth insofar as applicable.

[Filed October 5, 1966; amended 62 G.A., ch 244, section 29]

5.14(280A) Tuition rates.

5.14(1) Residents. The board of directors of any merged area vocational or area community college may establish tuition rates not to exceed one hundred dollars per semester of eighteen weeks, for resident students of the state, who are subject to tuition under section 280A.18, of the Code, enrolled for a full course of study and may establish equivalent and lesser rates for such resident students of the state enrolled for less than a full semester work-load or for specific course-subjects of less than eighteen weeks' duration.

5.14(2) Nonresidents. The board of directors of any merged area vocational or area community college may establish tuition rates not to exceed the actual operational costs per semester of eighteen weeks for students who are nonresidents of the state of Iowa enrolled for a full course of study and may establish equivalent or lesser rates for nonresident students of the state enrolled for less than a full semester work-load or for specific course-subjects of less than eighteen weeks' duration. In no case shall these rates be less than for Iowa resident students.

5.15(280A) Attendance outside resident area. The boards of directors of two or more merged areas, may by agreement provide for attendance of students residing in one area in the vocational school or community college of another area for the purpose of taking courses not offered in the area of their residence. The boards of directors of merged areas entering into such agreements may provide for sharing of costs and expenses of such courses. No agreement entered into under this section shall have any force or effect until approved by the state board of public instruction.

5.16(280A) Building site—size. All sites for area schools shall be approved by the state board of public instruction. The minimum size for an area school site shall be 80 acres for the first 100,000 in total population in the merged area plus additional 10 acres for each additional 25,000 in population or major portion thereof. Provided, however, that the state board of public instruction may waive said requirement for good cause shown.

5.17(280A) Building plans. All building plans and specifications for construction shall be submitted to the state board of public instruction for review and approval of educational adequacy.

5.18(280A) Preliminary planning. Each merged area board shall present evidence of adequate, preliminary planning along with the preliminary building plans and specifications. Preliminary planning includes: Tentative program approval; a master campus plan; written educational specifications; site plot showing location of proposed facilities, and existing facilities; elevations and floor plans; and specifications of materials.

5.19(280A) Other governmental approval. After a tentative approval has been received from the state board of public instruction, evidence shall be submitted indicating the approval by the state fire marshal and by the state department of health, when required, before final approval will be made by the state board of public instruction.

5.20(280A) Parking lots. All-weather parking lots of adequate size to accommodate the enrollment shall be included as part of the planned construction.

5.21(280A) Flexibility and expansion. Evidence shall be presented to show that flexibil-

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ity and expansion of the proposed construction is possible.

5.22(280A) Physically handicapped. The facilities planned shall be functional for the physically handicapped.

5.23(280A) Adequate facilities. All administrative facilities, classrooms, laboratories and related facilities shall be educationally adequate for the purpose for which they are designed.

5.24(280A) Air-conditioning. All buildings or parts of buildings, used for instructional or office purposes, shall be air-conditioned, to accommodate year-around use of such facilities.

5.25(280A) Library. An instructional material center shall be planned as a part of the master campus plan and some space made available for library services within the initial construction.

5.26(280A) Commons. An area of the school plant shall be provided where students may gather informally and where food is available.

5.27(280A) Permanent facilities. All facilities constructed with state funds appropriated for area school construction shall be of a permanent type.

5.28(280A) Nonacceptable facilities. No facility intended primarily for events for which admission may be charged, nor any facility specially designed for athletic or recreational activities other than physical education, shall be constructed with state-appropriated funds.

[Filed January 11, 1966; amended October 5, 1966, October 10, 1966, April 17, 1967]

TITLE IV

DRIVER AND SAFETY EDUCATION

CHAPTER 6

DRIVER EDUCATION

- 6.1 Certification and approval.
- 6.2 Time standards.
- 6.3 Summer school.
- 6.4 Time on driving simulators.
- 6.5 Driving ranges.
- 6.6 Adult programs.
- 6.7 Dual controlled cars.
- 6.8 Insurance.
- 6.9 Instruction permit.
- 6.10 Reimbursement.
- 6.11 Records.
- 6.12 Failure to qualify.

6.1(257) Certification and approval.

6.1(1) The instructor in driver education must have a certificate valid for teaching in secondary schools in the state of Iowa.

6.1(2) To be approved the instructor must have ten semester hours in the field of safety education including two semester hours in actual behind-the-wheel driving.

6.1(3) The instructor must have a valid Iowa operator's or chauffeur's license.

6.1(4) The instructor must have a satisfactory driving record verified by the state department of public safety.

6.1(5) The instructor must be free of any physical defects that would be a handicap in the teaching of driver education.

6.2(257) Time standards.

6.2(1) Minimum time. Schools shall provide for each student an absolute minimum of thirty class hours of sixty minutes each (or a total of eighteen hundred minutes) in classroom instruction, plus six class hours of sixty minutes each (or a total of three hundred sixty minutes) in supervised laboratory instruction, exclusive of observation time, in a dual control automobile.

6.2(2) Evaluation. In evaluating driver training courses for approval, consideration will be given to whether: The classroom and driving phases run concurrently; and the driver education course be organized on the full-semester basis. Time allotments for each phase of the program should be such that time spent in each, at any one time, is equivalent to the time allotment in other subject areas. Time allowances to take care of individual differences, and special occasions in each school should be provided over and above the minimums set forth in 6.2(1).

6.2(3) Scheduling class sessions. The following will serve as a guide for determining the number of sessions required for class periods of specified durations to assure thirty clock hours per student in classroom instruction:

Minutes per Class Period	Minimum Number of Sessions Required
40	45
45	40
50	36
55	33
60	30

6.2(4) Scheduling practice driving. To assure six clock hours per student in practice driving instruction, the following table will be observed:

Minutes per Class Period	Minimum Number of Sessions Required	
	Two Pupils in Car	Three Pupils in Car
40	18	27
45	16	24
50	15	22
55	14	20
60	12	18

6.3(257) Summer school. Summer school driver training courses shall be at least eight weeks in duration. If all the instruction is scheduled in the summer the amount of time devoted to the program shall be on the same basis as outlined in the previous sections. Specific approval for any proposed course of less than eight weeks in duration must be obtained from the department of public instruction prior to commencing the course.

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6.4(257) Time on driving simulators. When simulators are used for part of the practice driving experiences, four hours of simulator experience shall be considered equal to one hour of practice driving in the car. Not more than three of the six hours required for practice driving may be simulator experience.*

6.5(257) Driving ranges. Special permission for programs on multiple-vehicle driving ranges must be secured from the department of public instruction.

6.6(257) Adult programs. Wherever possible adult programs will provide a basic course comparable in time and content to that of the secondary school.

6.7(257) Dual controlled cars.

6.7(1) Used on streets. Dual controlled automobiles shall be used in all cases involving driving on the street or highway.

6.7(2) Marking. All dual controlled automobiles should have identification signs, visible from the rear, showing that the automobile is being used for driver education. If the vehicle is being used for other than driver education, the identification signs should be removed or covered.

6.8(257) Insurance.

6.8(1) Liability and property damage. All dual controlled automobiles shall be adequately insured. The following policy limits are deemed adequate coverage: \$100,000-300,000 on liability and \$50,000 on property damage.

6.8(2) Medical payments. Liability insurance does not cover injuries received by students in accidents by other vehicles or from other causes not resulting from carelessness, on the part of the student or the instructor. Therefore, medical insurance of at least one thousand dollars per student shall be carried.

6.8(3) Uninsured motorist. It is hereby approved that all dual controlled automobiles be covered by uninsured motorist insurance.

6.9(257) Instruction permit. Students enrolled in an approved driver education program must meet the preliminary licensing provisions of the department of public safety.

6.10(257) Reimbursement. The secretary of each district entitled to driver education reimbursement shall, on or before the first day of July of each year, report to the state department of public instruction on forms furnished by the department, such information as it may require for determining the amount the district shall be reimbursed for driver education courses provided to pupils. The state department may require further supporting data and information, and from said reports, data and information, it shall determine and compute

*Standards 6.1 through 6.4 are the minimum recommendations of the National Education Association as well as requirements of most state departments and insurance companies. The insurance companies accept these standards for offering a lower rate of insurance premium where there is a person under the age of twenty-five driving the family car.

the amount to which each district is entitled for reimbursement, and shall certify same for payment to the state comptroller who will draw warrants upon such certification and cause same to be delivered to the districts named as payee thereon. The appropriation for driver education shall be used to reimburse school districts in the amount and manner provided by law.

6.11(257) Records. The necessary records for determining the days of attendance for each student enrolled, in each phase of the driver education program, shall be maintained by each school in the district.

6.12(257) Failure to qualify. Failure by any local district to comply with the provisions of law, or any rules or regulations made by the state department of public instruction, relating to driver education, shall disqualify such district for reimbursement for and during the period such failure to comply existed.

[Filed December 2, 1965]

TITLE V DUAL ENROLLMENT CHAPTER 7 SHARED TIME

7.1 Policy and purpose.

7.2 Applicability of rules.

7.3 Who may apply.

7.4 Content of application.

7.5 Report required.

7.6 Form of application.

7.7 Where to file.

7.8 Time for filing.

7.9 Local policies.

7.1(257) Policy and purpose. The purpose of this chapter of rules of the department of public instruction is to provide an orderly and uniform procedure, for the submission of approval applications for shared-time arrangements, by boards of directors of public school districts, to the state board of public instruction, under section 257.26(2) of the Code, as construed in the opinion of the attorney general of Iowa dated November 4, 1965, and further construed in the opinion of the attorney general dated April 27, 1967.

It is hereby declared to be the policy of the state board that all applications submitted from sources other than herein authorized, or substantially deviating in content of form from the requirements hereinafter set forth, will be returned, without approval action, to the party submitting same, for resubmission from the proper source or after deficiencies in form or content have been remedied.

7.2(257) Applicability of rules. Rules appearing in this chapter apply only to shared-time arrangements proposed under section 257.26(2) of the Code. In the event a school district elects to enter into a shared-time arrangement under the provisions of section 274.7 of the Code as construed in the opinion

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of the attorney general dated November 4, 1965, by the independent method described in said opinion, no approval application will be submitted to or acted upon by the state board of public instruction.

7.3(257) Who may apply. Applications for approval of shared-time arrangements may be submitted to the state board of public instruction directly by boards of directors of public school districts.

7.4(257) Content of application. Applications for approval of shared-time arrangements shall specify the courses in which the applicant board of directors propose to permit enrollment of students who are also enrolled in private schools and the tentative number of such students proposed to be enrolled in each course. Each application shall state whether or not the board of directors of the applicant public school district waives the requirement that it shall be given notice by the state board, of its decision to permit such special enrollment, at least six months prior to July 1 of the school year in which said special enrollments are proposed to be made.

7.5(257) Report required. Each applicant school district shall agree to submit to the state department, on or before September 15 of each year, a report covering the following items:

7.5(1) Teacher load. Specify the total number of students, both dually-enrolled and regularly-enrolled, who will attend upon each class or class section in specified courses.

7.5(2) Course availability. State whether or not the courses specified under subsection one of this section are available at the private school or schools in which each of the students proposed for admission to dual enrollment is enrolled.

7.5(3) Minimum curriculum. State whether or not each of the private schools from which it is proposed to accept students on a shared-time basis maintains minimum curriculum as defined in section 257.25 of the Code.

7.5(4) Prerequisite courses. State whether or not each shared-time student proposed for enrollment in specified public-school courses has completed prerequisite courses, if any, in a school or schools maintaining standards equivalent to the approval standards for public schools in the state of Iowa.

7.5(5) Competence through testing. State whether or not each student proposed for enrollment in specified public-school courses, who has not completed prerequisite courses in a school or schools maintaining standards equivalent to the approval standards for public schools in the state of Iowa, has demonstrated competence for admission to such course through testing.

7.5(6) Tuition. State the number of shared-time students who are actual residents

of the public school district, the number, if any, who will be enrolled on a tuition basis, the amount of tuition to be charged, and who will pay the tuition.

7.6(257) Form of application. Applications shall be submitted in the form of a resolution of the board of directors of the applicant public school district and may be supported by affidavits and exhibits. Applications shall be typed in pica or equivalent using a standard type-writer face (no script) on bond paper size 8½" by 11" in triplicate.

7.7(257) Where to file. All triplicate applications shall be filed with the State Department of Public Instruction, Des Moines, Iowa.

7.8(257) Time for filing. All applications in which the local board does not waive the six-month notice requirement as provided in 7.4(257), supra, must place their applications on file at least eight months prior to July 1 of the school year in which special enrollments are proposed to be made. All applications in which the six-month notice is waived must be placed on file no later than May 1 of said year. From and after November 1, 1966, applications failing to meet the applicable filing deadline will be returned without being acted upon by the state board.

7.9(257) Local policies. Each applicant school district shall attach to its application a copy of rules and policies adopted by it, pursuant to authority of section 279.8 of the Code for the government of shared-time programs. [Filed May 10, 1966; amended July 13, 1967]

TITLE VI HIGH SCHOOL EQUIVALENCY CERTIFICATES CHAPTER 8 HIGH SCHOOL EQUIVALENCY CERTIFICATES

8.1 Test.

8.2 By whom administered.

8.3 Minimum score.

8.4 Date of test.

8.5 Retest.

8.1(259A) Test. Applicants for high school equivalency certificates shall satisfactorily complete the high school level General Educational Development Tests of the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.

8.2(259A) By whom administered. The General Educational Development Tests shall be administered in Official Iowa General Educational Development Testing Service agencies, official agencies of the Veterans' Testing Service of the American Council on Education in other states, the United States Armed Forces Institute, and Veterans' Administration Hospitals which have an authorized educational therapy program.

8.3(259A) Minimum score. Applicants shall make a minimum standard score of forty on

each test and an average standard score of forty-five on all five of the General Educational Development Tests.

8.4(259A) Date of test. Test results dated prior to the date of application will be acceptable provided the tests were taken at an authorized center as specified in rule 8.2(259A).

8.5(259A) Retest. Any applicant not achieving the minimum standard test scores as defined in rule 8.3(259A), upon payment of a five-dollar fee, shall be permitted to make application for retest, provided that one of the following conditions is met:

8.5(1) A period of one year from the date of original testing has elapsed.

8.5(2) The applicant shall complete instruction in an adult education program, in the area or areas to be retested. This instruction shall be certified to the department of public instruction by an official of the adult education program.

[Amended September 18, 1969]

TITLE VII
INTERSCHOLASTIC COMPETITION
CHAPTER 9
EXTRACURRICULAR
INTERSCHOLASTIC COMPETITION

- 9.1 Purpose.
- 9.2 Approved list.
- 9.3 Filings by organizations.
- 9.4 Governing body of organizations.
- 9.5 Organization elections.
- 9.6 Salaries.
- 9.7 Expenses.
- 9.8 Compensation reported.
- 9.9 Bond.
- 9.10 Access to records.
- 9.11 Appearance before state board.
- 9.12 Eligibility requirements reported.
- 9.13 Organization policies.

9.1(257) Purpose. The purpose of this chapter of rules is to implement the provisions of subsection 9 of section 257.25 of the Code, and so much of subsections 10, 11, and 12 of said section as may be applicable to subsection 9.

9.2(257) Approved list. Neither school districts nor pupils of said school districts shall participate in events sponsored by organizations which are required to meet requirements imposed by statute or rule for their operations, if such organizations are found not to be in compliance therewith. After official notice to the school districts of such noncompliance by an organization, continued participation shall be cause for said district to be removed immediately from the approved list of schools by the state board of public instruction.

9.3(257) Filings by organizations. Each organization, as defined in section 257.25(9) of the Code shall maintain a current file with the state department of public instruction of the following items:

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9.3(1) *Constitution and bylaws.*

9.3(2) *Current membership lists.*

9.3(3) *Organization policies.*

9.3(4) *Minutes of all meetings of organization governing bodies and executive boards thereof.*

9.3(5) *Proposed constitution and bylaw amendments or revisions.*

9.3(6) *General bulletins.*

9.3(7) *Other information pertinent to clarifying organization administration.*

9.4(257) Governing body of organizations. The membership of the governing body of each organization shall be school administrators, teachers, and elective school officers. Provided, however, that such membership shall include:

9.4(1) School board member. One member who shall be a member of a school board in Iowa, appointed by the Iowa Association of School Boards to represent the lay public.

9.4(2) Activity member. One member, who is either a coach, sponsor or director, of an activity sponsored by the organization to which he is elected and who works directly with the students or the program; this member is to be elected by ballot of the member schools, the vote to be cast by the school's designated representative of the organization involved.

9.5(257) Organization elections. The election procedure for each organization shall be conducted as provided by their constitution. All criteria for protecting the voters' anonymity and insuring adequate notice of elections shall be maintained in the election procedures. In addition, there shall be one representative designated by the state board of public instruction present at the counting of all ballots. That representative shall also validate election results.

9.6(257) Salaries. No remuneration, salary, or remittance shall be made to any member of a governing board of an activity organization for his service thereon.

9.7(257) Expenses. Travel and actual expenses of said governing board members and officers of the board shall be paid from organizational funds only when on official business for the organization. Actual expenses shall be paid for travel within the state, but not more than first class air travel for transportation outside the state, along with other necessary (itemized and reasonable) expenses. Itemized accounting of the travel and business expenses of employees shall be furnished to the department of public instruction in an annual report.

9.8(257) Compensation reported. Full and detailed reports of salaries, expense accounts and fringe benefits paid employees shall be filed with the department of public instruction. All reports of expenditures and amounts paid full-time or part-time employees shall be sub-

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mitted annually to the state board of public instruction.

9.9(257) Bond. The executive board of each activity organization shall purchase a blanket fidelity bond from a corporate surety approved by it, conditioned upon the faithful performance of the duties of the executive officer, the members of the executive board, and all other employees of the activity organization. Such blanket bond shall be in a penal amount set by the executive board and shall be the sum of 50% of the largest amount of moneys on hand in any 30-day period during the preceding fiscal year, and 20% of the net valuation of all assets of the activity organization as of the close of the last fiscal year, but such bond shall in no case be in an amount less than \$10,000.

9.10(257) Access to records. Upon request, organizations shall make available to the state department of public instruction or its delegated representative all records, data, written policies, books, accounts, and other materials relating to any or all aspects of their operations.

9.11(257) Appearance before state board. At the request of the state board of public instruction or its executive officer, members of the governing boards and employees of said organizations shall appear before and give full accounting and details on the aforesaid matters to the state board of public instruction.

9.12(257) Eligibility requirements reported. All organizations shall submit to the state board of public instruction for their approval detailed eligibility requirements for students who participate in organizational activities.

9.13(257) Organization policies. The constitution or bylaws of organizations sponsoring contests for participation by approved schools shall reflect the following policies:

9.13(1) "All Star" games. "All Star" games of any type shall not be held.

9.13(2) Team participation. Participation in events shall be by school teams only and not selected individuals, with the exception of individual sports events such as wrestling, track, golf, tennis, etc., and music and speech activities.

9.13(3) Contests outside Iowa. Out-of-state participation shall be limited to regularly scheduled interscholastic activities. Out-of-state participation for students or member schools in other activities must be approved by their respective association or organization.

9.13(4) Promoting interstate contests. No activity organization shall promote or support interstate contests or competition between individuals, teams or groups.

9.13(5) Chaperones. It is the responsibility of all school districts to see that all teams or contestants are properly chaperoned when engaged in interscholastic activities.

9.13(6) Insurance subsidies. No financial subsidies shall be paid to any type of insurance company for participants in any organization.
[Filed December 13, 1966]

TITLE VIII SCHOOL LUNCH CHAPTER 10

SCHOOL LUNCH DIVISION

10.1 Authority of state department.

10.2 Agreement with participating schools.

10.1(283A) Authority of state department. Chapter 283A of the Code authorizes the department of public instruction to administer the school lunch program in the public schools of the state.

10.2(283A) Agreement with participating schools. All school lunch programs operating in public schools and approved for federal assistance must operate according to the terms of an agreement or contract executed between the department of public instruction and the individual school. This agreement or contract is continuous and remains in effect until terminated or canceled by either party. The agreement may be terminated upon ten days notice on the part of either party, provided, however, that the department of public instruction may cancel the agreement immediately upon receipt of evidence that the terms and conditions of the agreement have not been fully complied with by the individual school.
[Filed prior to July 4, 1952]

TITLE IX REORGANIZATION OF SCHOOL DISTRICTS

Note: This title and chapter 11 are reserved for future rules to be adopted for the purposes of implementing chapter 275 of the Code.

TITLE X SPECIAL EDUCATION AND GUIDANCE CHAPTER 12 SPECIAL EDUCATION

- 12.1 Definitions.
- 12.2 Reporting need status.
- 12.3 Delegation of authority.
- 12.4 Local educational units.
- 12.5 Special education personnel.
- 12.6 Approval conditions.
- 12.7 Classrooms.
- 12.8 Tuition.
- 12.9 Identification services.
- 12.10 Transportation.
- 12.11 Special equipment.
- 12.12 Physician's report.
- 12.13 Eligibility requirements.
- 12.14 Authorized personnel.
- 12.15 Special approvals.
- 12.16 Teacher load.
- 12.17 Handbook as guide.
- 12.18 When provisions mandatory.

12.1(281) Definitions. The following terms shall have the following meanings:

12.1(1) "Education for children requiring special education" shall include classes, programs, therapy, supplemental instruction, sup-

plemental assistance, special equipment, special materials, special transportation, payment of tuition, supplemental services, or other activities, singularly or in combination, provided to handicapped children.

12.1(2) "*Children requiring special education*" are defined to include the following classes of handicapped children:

a. Children "*crippled*" or children who have "*heart disease or tuberculosis, or who by reason of physical defects cannot attend the regular public school classes with normal children*" shall include those children commonly identified as crippled or other health impaired. They are those pupils who suffer from physical disabilities or severe health impairments which make it impractical or impossible for them to participate in normal classroom programs without modification, provided that "physical disability" does not include handicapping conditions otherwise defined in this chapter. Pupils with specific learning disabilities are pupils who manifest an educationally significant discrepancy between their estimated intellectual potential and actual level of performance related to basic disabilities in the learning processes, which may or may not be accompanied by demonstrable central nervous system dysfunction and which are not secondary to generalized mental retardation, educational or cultural deprivation, severe emotional disturbance, or sensory loss.

b. Children who "*have defective sight*" shall include those children commonly identified as visually handicapped. They are those pupils whose impairment, with maximum correction, does not permit them to make satisfactory use of regular instructional materials or techniques.

c. Children who "*are hard of hearing*" shall include those children commonly identified as hearing handicapped. They are those pupils having a hearing loss which significantly restricts benefit from or participation in the normal classroom program and necessitates a modified instructional program.

d. Children who "*have an impediment in speech*" shall include those children commonly identified as children with a communication handicap. They are those pupils with a disorder of communication, present when one has deviation in speech, voice, or language to the degree that it makes a difference: It interferes with self-expression, or ability to comprehend speech, or causes the individual to become maladjusted to his environment. Speech deviations which do not fit one or more of these criteria are not considered to be of a handicapping nature but rather may be of a developmental nature or an expression of individuality. The speech handicapped pupil's special education needs shall be met through six distinct speech therapy services: Identification, remediation, referrals, resource, administrative, and research services.

e. Children who are "*emotionally maladjusted*" shall include those children commonly identified as emotionally disturbed or socially maladjusted. They are those pupils

who display an inability to develop or maintain satisfactory intrapersonal or interpersonal relationships.

f. Children "*intellectually incapable of profiting from ordinary instructional methods*" shall include those children commonly identified as mentally handicapped. They are those pupils, who as a result of subaverage general intellectual functioning which is associated with impairment of maturation learning and social adjustment, are incapable of being educated profitably and efficiently through ordinary classroom instruction. "*Subaverage general intellectual functioning*" refers to performance which is greater than one standard deviation below the population mean on an approved individual test of general intelligence, administered by an approved examiner.

12.2(281) Reporting need status. To promote education for children requiring special education, special education personnel shall periodically, on forms provided, report to the state division of special education and to local school administrators the nature and extent of present special education services and indications of present and projected needs for such services.

12.3(281) Delegation of authority. To adequately supervise education for children requiring special education, locally employed directors of special education shall be delegated authority for the administration, supervision, and co-ordination of all special education activities and personnel within the school system or area served. Where more than one person of a particular specialty area is employed, the administrator will designate one as responsible for insuring program continuity and consistency.

12.4(281) Local educational units. To initiate, organize, and operate services for children requiring special education, local educational units shall:

12.4(1) Preliminary plan. Initiate special education services only after careful planning which insures sound establishment of such services, proper identification of children, meeting of required standards, and continuity of instruction which includes follow-up activities at all levels consistent with needs of the handicapped child and necessary expansion of services. Services may be established independently by a single school district or jointly by two or more contiguous school districts or in co-operation with an intermediate unit.

12.4(2) Planning considerations. In planning, specifically consider the number of handicapped pupils necessary to accommodate appropriate groupings according to nature and severity of handicaps, ages of children, and educational objectives at all educational levels, and shall provide for appropriate and continuing identification procedures. Evidence of adequate planning shall be made available to the division of special education upon request and

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shall be considered in the approval of special education services.

12.4(3) *Filings.* Submit the following:

a. Application for the approval of individual programs for which full-time special personnel are not employed before the program is initiated. Individual programs are defined as "Programs established specifically for one child including, but not limited to special transportation, home or hospital instruction, provision of special equipment, supplemental instruction, and other special services".

b. Approval applications for the operation of special classes and the employment of special personnel during the ensuing summer or the following academic year. These shall be submitted annually before June 20 to be eligible for approval. Application for approval of programs to be initiated after the beginning of the regular academic school year (August) shall be submitted at least thirty days before the program is scheduled to be initiated.

12.4(4) *Records kept.* Keep in its files required evidence of the existence of a handicap and approval of the pupil's participation in the program.

12.4(5) *Sequential program.* Provide special instructional services only as a part of a sequential program designed to fulfill the educational and developmental goals, including vocational training and guidance, which are commensurate with the abilities of handicapped children enrolled and for whom the special service provided has been recommended by approved special education personnel.

12.4(6) *Economy of effort.* Insure that special class curricula utilize portions of regular school curricula whenever reasonable and consistent with the needs of children enrolled in the special class.

12.4(7) *Written approval obtained for services.* Insure that special written approval has been obtained from the state division of special education prior to initiating special education services involving the employment of special personnel which are employed part-time in special education and part-time in another capacity within the school or part-time in two or more of the special education personnel areas.

12.4(8) *Prerequisite program approval.* Insure that preschool programs for handicapped children are established only after a "Proposed Program Plan," submitted on forms provided, has been approved by the state division of special education.

12.4(9) *Summer programs.* Insure that rules pertinent to programs, eligibility, equipment, materials, facilities, supervision and duties of personnel are observed in summer programs for children requiring special education.

12.5(281) **Special education personnel.** Special education personnel shall:

12.5(1) *Certification.* Meet the department of public instruction certification requirements for the position employed and shall meet the approval requirements of the state department of public instruction as provided for particular special education services and programs.

12.5(2) *Co-operation.* Co-operate with other disciplines represented in schools and local regional agencies in order that all possible resources may be explored and utilized to complement the special services provided.

12.5(3) *Records and reports.* Maintain sufficient records and reports to assure continuity and effective program planning and shall submit to the division of special education records and reports specifically requested.

12.5(4) *Facilities.* Be provided by the local educational agency with office time, secretarial and clerical assistance, office space, supplies, equipment, and regularly available facilities as determined by professional standards to be appropriate to carry out assigned responsibilities and functions.

12.6(281) **Approval conditions.** Each approved public school system shall have equal opportunity for approval of programs and reimbursement of excess costs for special education services and shall observe the following additional conditions:

12.6(1) *Advance payment.* The cost of any program must be paid by the school system before reimbursement can be claimed.

12.6(2) *Claims prorated.* State reimbursement for the excess costs of approved programs shall be prorated if appropriated funds are insufficient to reimburse audited claims in full.

12.6(3) *Computation basis.* Computation of state reimbursement shall be computed on an annual basis (July 1 through June 30).

12.6(4) *Time for making claim.* Reimbursement claims for all approved special education services and programs shall be submitted upon completion of the school year and prior to June 20.

12.7(281) **Classrooms.** Special classes and rooms for special education shall be at least equivalent in quality to regular classrooms in the system, located in buildings housing regularly enrolled children of comparable ages, and containing facilities in keeping with an educational program designed to meet the needs of the children enrolled. Rooms shall be sufficient to accommodate the use of special equipment and individual or small group instruction if necessary. Classes for trainable mentally handicapped children may be segregated from the general school population. In some cases, for compelling reasons, a local educational agency may find it necessary, on

a temporary basis, to locate other special classes in a segregated facility. Approval to locate a special class in a segregated facility shall be obtained from the state division of special education prior to the initiation of such a program. Annual reapproval is required.

12.8(281) Tuition. If the resident school of "children requiring special education" does not directly provide appropriate special education services, tuition may be paid to another school system which has agreed to provide appropriate special education services to such pupils.

12.9(281) Identification services. Identification services, including locating pupils with handicapping conditions through routine screening and evaluative testing of referrals from parents, teachers, physicians, or others, may be provided by the local educational agency to the general school population.

12.10(281) Transportation. Special transportation may be provided by the local educational agency for any pupil whose handicap or subsequent special education service requires him to be transported to and from or in and about school.

12.11(281) Special equipment. Various types of special equipment and materials appropriate to meet specific educational needs of handicapped pupils may be provided by the local educational agency. Such equipment and materials shall be acquired, inventoried, and used according to guidelines established by the state division of special education.

12.12(281) Physician's report. Prior to placement in special classes for handicapped children, each pupil must be examined by a licensed physician; and the physician's report must be on file in the office of the special education director or local school system.

12.13(281) Eligibility requirements. Eligibility of children for special education shall, in addition to prescribed evaluations to determine diagnoses, meet the following requirements:

12.13(1) Crippled or other health impaired children. Diagnosis of crippling conditions and health impairments based upon a comprehensive physical examination by a licensed medical examiner. The director of special education shall determine the eligibility of pupils with specific learning disabilities to receive services. Determination of eligibility shall be consistent with the pupil's needs as indicated by the following evaluations performed by approved examiners:

- a. An evaluation of the pupil's educational functioning level.
- b. A psychological evaluation including at least an individual test of intelligence.
- c. An evaluation of verbal communication skills.
- d. A physical examination including a neurological examination.

e. A vision examination.

f. An audiologic evaluation.

g. A psychiatric evaluation when appropriate.

h. Social case study.

Children shall be re-evaluated annually by appropriate specialists.

12.13(2) Visually handicapped children. Determination based upon a comprehensive evaluation by a licensed eye examiner.

12.13(3) Hearing handicapped children. Determination based upon:

a. An otologic examination and subsequent otologic examination (required at least every two years or as recommended by the otologist).

b. A vision examination.

c. An audiologic evaluation by an approved hearing clinician and subsequent evaluations made at the request of the teacher or as recommended by the hearing clinician.

d. A psychological evaluation.

12.13(4) Communication handicapped children:

a. For each pupil with a communication disorder who receives remediation services, a certificate of existence of the handicapped, dated and signed by an approved speech clinician, shall consist of results of professionally reliable tests or evaluative techniques of articulation, hearing acuity, language, fluency, voice, prosody, and the peripheral speech mechanism.

b. Children shall be re-evaluated annually by an approved speech clinician.

c. Certificates shall be removed from the child's records upon completion of the therapy program.

12.13(5) Emotionally disturbed children. Evaluated by a psychiatrist or approved clinical psychologist and special education services provided shall be consistent with recommendations made by the examiner. An annual re-evaluation shall be made by appropriate specialists.

12.13(6) Mentally handicapped children. Diagnosis of mental retardation and subsequent recommendations for purposes of educational planning shall be based upon a comprehensive evaluation which includes investigation and testing of intellectual, physical, cultural, educational, medical, emotional, and sensory factors by approved examiners. Each child shall be re-evaluated by an approved psychological examiner at least once every three years.

12.13(7) Required mental capacity. Pupils enrolled in special education classes, other than those designated for the mentally handicapped, shall be capable of functioning at an intellectual level above that of a mentally handicapped pupil. In classes for educable mentally handicapped, special permission must be obtained from the state division of special

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education prior to the placement of a pupil with a measured IQ of eighty or above on an individual test of intelligence administered by an approved psychologist. In classes for trainable mentally handicapped, special permission must be obtained from the state division of special education prior to the placement of a pupil with a measured IQ of thirty or less on an individual test of intelligence administered by an approved psychologist.

12.14(281) Authorized personnel. The following types of special education personnel are authorized to be employed by a local educational agency:

12.14(1) Special education directors. Employed to administer, supervise, and coordinate a total special education program.

12.14(2) Special consultants. Employed to assist school administrators in carrying out programs for pupils in need of special education.

12.14(3) Speech clinicians. Employed to provide clinical speech services necessary for identifying, planning, co-ordinating, and carrying out programs for speech, voice, and language handicapped pupils.

12.14(4) School psychologists. Employed to provide those psychological services necessary for the identification of pupils in need of special education services and for planning and carrying out programs for them.

12.14(5) Hearing clinicians. Employed to provide services necessary for the identification of public school pupils having hearing impairments and for planning and providing special education services for them.

12.14(6) School social workers. Employed to serve handicapped pupils through group or individual case work practice, consultation with school personnel, and counseling of parents and pupils.

12.14(7) Physical and occupational therapists. Employed to provide those specific therapies needed by handicapped pupils.

12.14(8) Hospital teachers and teachers of the homebound. Employed to provide instruction for pupils unable to attend regular classes because of a physical handicap.

12.14(9) Teachers for specific types. Employed to teach children who are physically handicapped, emotionally disturbed, educable mentally handicapped, trainable mentally handicapped, visually handicapped, hearing handicapped, and children with specific learning disabilities. Itinerant or resource teachers may be employed for children with specific learning disabilities, visually handicapped children and hearing handicapped children.

12.14(10) Supplemental teachers.

12.14(11) Matrons and teacher aides.

12.14(12) Work study co-ordinators and work adjustment co-ordinators.

12.15(281) Special approvals. Special approval and reimbursement may be given for special education service for which specific provisions are not otherwise made or for experimental or demonstration type services involving new practices or procedures which show promise for future application in other schools. A plan shall be submitted on forms provided by the state division of special education and approved by that division before such programs are established.

12.16(281) Teacher load. The maximum number of pupils per teacher shall be:

12.16(1) Crippled and other health impaired children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of fifteen except that the number of pupils shall not exceed ten in classes for specific learning disabilities.

12.16(2) Visually handicapped children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of fifteen.

12.16(3) Hearing handicapped children. Eight pupils.

12.16(4) Emotionally disturbed children. Enrollment shall not exceed ten pupils and the chronological age range shall not exceed four years.

12.16(5) Educable mentally handicapped children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of twenty provided that the chronological age range shall not exceed six years.

12.16(6) Trainable mentally handicapped children. Ten pupils, provided that the chronological age range shall not exceed eight years and provided that an additional five students may be enrolled upon employment of an approved matron.

12.17(281) Handbook as guide. The guide for programming for children requiring special education shall be the Special Educator's Handbook issued by the State Division of Special Education, Department of Public Instruction.

12.18(281) When provisions mandatory. For purposes of meeting the requirements placed on junior and senior high schools by the provisions of 257.25(8)"c", the provisions of the foregoing rules shall be applicable. Said provisions shall be made either directly within such schools or indirectly through payments of tuition or other authorized expenses.

[Filed December 13, 1966]

**TITLE XI
TEACHERS**

CHAPTER 13

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**DIVISION I
HOW TO APPLY**

13.1(257) Address to use. Address all communications to:
Department of Public Instruction
Division of Teacher Education and Certification
State Office Building [Grimes State Office Bldg.]
Des Moines, Iowa 50319

13.2(257) Applicants from Iowa colleges. Certificates are issued only upon application filed on a blank furnished by the department of public instruction available on request or from office of college registrars, superintendents and county superintendents. Applicants must have the recommendation of a designated official of the approved Iowa teacher-education institution where their preparation was completed.

13.3(257) Applicants from non-Iowa colleges.

13.3(1) Applicants prepared in recognized teacher-education institutions in other states may file applications exactly as in section 13.2 above, provided such colleges have filed and received approval of the curricula which they have each prospective applicant for each type of certificate complete.

13.3(2) Applicants with four-year degrees prepared in other states in institutions which are accredited by the National Council for Accreditation of Teacher Education are eligible to receive Iowa certificates in accordance with the conditions of the *Reciprocity Agreement of the Central States Conference of State Departments of Education*.¹

13.3(3) Applicants whose situations do not fit those described in the preceding two paragraphs are requested to:

1. Write a letter indicating the type of teaching service for which a certificate is desired.
2. Enclose complete official transcript or transcripts showing all college preparation.
3. Itemize teaching experience, if any.
4. List all certificates held in other states, if any.

The materials presented will be evaluated and the applicant will receive a decision as to his eligibility for a certificate, and, if eligible, instructions as to steps to follow in completing the application.

13.4(257) Classification of certificates. Chapter 14 shows the classes of certificates available, the length of terms, and the specific services for which each class of certificate may be endorsed. The three areas of endorsement are: (1) Teaching or special service, (2) super-

¹See chapter 20 for text of the Reciprocity Agreement of the Central States Conference of State Departments of Education.

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vision and (3) administration (principals and superintendents).

13.5(257) Fees. The fee for all original certificates is two dollars. The fee for each endorsement added to a certificate except at the time of original issuance or renewal is two dollars.

Each fee should be made payable to the superintendent of public instruction.

When an application is canceled or not approved, the fee will be refunded.

13.6(257) Transcripts not returned. All transcripts of applicants who receive certificates become the property of the state of Iowa and are not returned.

13.7(257) Response to application. Upon receipt of application, fee, transcript and other needed materials, the records will be evaluated and the certificate or the notification of any deficiency will be sent.

13.8(257) Adding endorsements. When an application accompanied by the fee is filed, a certificate will be endorsed for additional service at any time provided the applicant has met the current requirements for such endorsement. When an added endorsement is requested on the date of issuance of an original certificate or renewal, no separate fee is required. It is not necessary to return one's present certificate for added endorsements. A new certificate, with expiration date unchanged, but carrying all endorsements—old and new—will be prepared. This new certificate must in turn be registered in the office of the county superintendent of each county in which it is used.

13.9(257) Dating of certificates. Certificates are valid only from and after the date of issuance recorded thereon. All term certificates expire on June 30 of the final year of the term for which they are issued and each fraction of a year during the term of a certificate counts as a full year. The service authorized by each endorsement on a certificate may legally be performed only from and after the date of each such endorsement.

DIVISION II

REQUIREMENTS FOR ALL APPLICANTS

13.10(257) Age, physical and moral status. In addition to meeting the standards prescribed in these rules, applicants for certificates must be eighteen years of age or over, and physically competent and morally fit to teach.

13.11(257) Recency of preparation. Any applicant who meets the preparation and experience requirements for a permanent professional certificate shall be immediately eligible for that certificate without regard to the recency of that preparation or experience.

Any applicant who meets the preparation requirements for an original professional certificate, but who has had less than eight months' teaching experience during the ten-year period immediately preceding the date of application for such certificate, must have

completed at least six additional semester hours of credit in an accredited institution within the said ten-year period, such credit to be in addition to meeting the specific requirements for the type of certificate desired.

Any applicant who meets the preparation requirements for an original preprofessional certificate must satisfy the same conditions regarding recency of preparation as applicants for the original professional certificate except that the additional preparation required must be completed within the five-year period immediately preceding the date of application for the certificate.

Where recent credits are required, they should be taken in professional education or in the applicant's area or field of specialization. When an applicant qualifies for the certificate desired with the exception of having had recent preparation as herein defined, a temporary certificate, valid for one year, will be issued.

13.12(257) Graduation from approved institutions.

13.12(1) Iowa colleges. Certificates are issued on records showing graduation from teacher-education curricula in Iowa colleges approved by the state board of public instruction for the type of certification and endorsement(s) sought.

13.12(2) Colleges in other states. Certificates are issued on records showing graduation from teacher-education curricula in colleges in other states which are members of the regional accrediting agencies of the territories in which they are located, and which are accredited by the National Council for Accreditation of Teacher Education, provided such records show that the Iowa requirements have been met.

13.12(3) National accredited colleges. Certificates are issued to applicants with four-year degrees granted by colleges in other states which are accredited by the National Council for Accreditation of Teacher Education, provided the states in which such colleges are located are signatory to the *Reciprocity Agreement of the Central States Conference of State Departments of Education*,¹ provided the applicants meet the conditions of the agreement.

13.13(257) Evidence of success of experience. Every experienced teacher applying for a certificate must file evidence on forms provided showing that such experience was successful. The applicant must show also that—if legally required for the position held—an appropriate certificate authorizing such experience was held in the state in which such experience occurred.

13.14(257) Recommendation by institution. Each application for a certificate or endorsement thereof must carry the recommendation of the institution where the required program of preparation was completed.

¹See chapter 20 for text of the Reciprocity Agreement of the Central States Conference of State Departments of Education.

13.15(257) American history or government. Two semester hours of credit in American history or government are required for all certificates. Where an applicant qualifies for the certificate desired with the exception of this credit, a temporary certificate, valid for one year, will be issued.

In lieu of two semester hours of college credit in American history or government, the applicant may present evidence certified by the registrar of an accredited institution showing that said applicant has passed a special written examination in one of these subjects.

13.16(257) Standards for approval. Two sets of standards which teachers must meet are in force at all times. The first set of standards gives the requirements for teachers' certificates and the services authorized by the endorsements appearing on them. This first set of standards appears in chapters 13 to 17 of these rules.

The second set of standards, which appears in chapters 18 and 19 of these rules, governs the specific subjects and services to which teachers in schools approved by the department of public instruction must be assigned. These standards are referred to as "approval standards."

DIVISION III

DEFINITION OF "RECOGNIZED INSTITUTION"

13.17(257) Iowa colleges. All programs of teacher education and the Iowa colleges offering these programs must be approved by the state board of public instruction according to standards established by this board.

13.18(257) Colleges in other states. Programs of teacher education of colleges in other states are recognized to the extent that they are equivalent to Iowa's requirements for certificates, provided these colleges are members of the regional accrediting agencies of the territories in which they are located, and are accredited by the National Council for Accreditation of Teacher Education.

13.19(257) Validation of credit from non-accredited institutions. Applicants whose preparation has taken place at a college not accredited within the meaning of the definition herein set forth but whose teacher-education programs have been approved by the state board or other agency which has jurisdiction over teacher education and certification in the state in which such college is located and which college is accredited by the regional accrediting agency of the territory in which it is located may be issued a temporary certificate valid for a one-year term. If teaching performed under such temporary certificate is evaluated by the applicant's supervisor as successful, a professional certificate will then be issued to the applicant or, at the recommendation of such supervisor, said temporary certificate may be renewed.

Applicants whose preparation has taken place at a college not accredited by the re-

gional accrediting agency of the territory in which such college is located but which is approved by the state board or other agency which has jurisdiction over teacher education and certification within the state in which such college is located may qualify for certification after admission to a graduate school recognized by the state board of public instruction and by successful completion of six semester hours of graduate-level courses at said graduate school.

The principal responsibility for recommending applicants for certification under the provisions of this section will rest in all cases with the college at which the applicant completed his teacher-education program. In those cases where qualification has been completed by the taking of six semester hours of graduate courses, additional recommendation may be obtained from the graduate school at which the work was successfully completed.

Applicants who have qualified for certification except for the admission to a recognized graduate school and the completion of six semester hours of graduate work, as hereinabove provided, may be issued a temporary certificate, valid for one year, pending the successful completion of such work.

13.20(257) Applicants with experience. Applicants, prepared at a non-Iowa college not accredited as defined herein, who hold regular term certificates issued by the state in which the college is located and who have had one year of successful teaching experience in that state, will be exempted from taking the validating credit outlined in 13.19(257) above.

DIVISION IV

SECURING ADDITIONAL ENDORSEMENT

13.21 and 13.22 Reserved for future use.

DIVISION V

POSITIONS FOR WHICH CERTIFICATES ARE REQUIRED

13.23(257) Public school positions. Section 260.6 stipulates, "Every person employed as an administrator, supervisor, or teacher in the public schools shall hold a certificate valid for the type of position in which he is employed."

13.24(257) Private school teaching. Section 299.1 specifies that children of compulsory school age must either attend some public school or "upon equivalent instruction by a certified teacher elsewhere."

13.25(257) Registration of certificate. A contract for teaching in a public school in this state is void unless the teacher holds an Iowa certificate which has been registered in the office of the county superintendent. The Code section 260.20 includes the following statement:

"All diplomas and certificates shall be valid in any county when registered therein, and no person shall teach in any public school whose certificate has not been registered with the county superintendent of the county in which the school is located, provided that whenever

13.25, DEPARTMENTAL RULES

there is a sufficient number of holders of advanced and standard elementary certificates available to supply the elementary schools in any county it shall not be incumbent upon the county superintendent to register limited elementary certificates."

13.26(257) Uncertificated teaching prohibited. It is the duty of the county superintendent to order to be closed any public school or schoolroom taught by any teacher not certificated as required by law. Section 273.18, subsection 24 of the Code, requires the county superintendent to:

"Order to be closed, any public school or schoolroom taught by any teacher not certified as required by law. If his order is not immediately obeyed, he shall enforce the same against the teacher and the school board by an action for a mandatory injunction in a court of competent jurisdiction."

13.27(257) Compensation for uncertificated teaching prohibited. Under section 294.1, no compensation shall be recovered by a teacher for service rendered while without a certificate.

DIVISION VI

RESIDENCE, CORRESPONDENCE, AND EXTENSION STUDY

13.28(257) Definition of terms. Residence study is interpreted by the state board of public instruction to be study in which the class attendance is on the campus of the institution or in an approved branch school established by the institution which grants the credits for such study. Extension study shall be interpreted as that which is associated with attendance of off-campus classes except where such classes are in an approved branch school. Correspondence study shall be interpreted as that which takes place off campus and which involves no class attendance.

13.29(257) Standards for residence study. Under sections 504.12 and 504.13, at least one academic year of residence work must have been completed at the institution which grants an academic degree.

For certification purposes it may consist of one academic year; of not less than thirty weeks if distributed among three summer sessions; of twenty-four weeks if distributed among four summer sessions.

At least twenty semester hours of any accredited two-year course must be completed in residence at the institution issuing the record certifying to the completion of such course.

13.30(257) Standards for correspondence and extension study. A teacher employed full time may apply toward an original certificate not more than twelve semester hours of credit earned by any method during the regular school year of nine months.

Not more than one-fourth of any accredited two- or four-year course may be taken under projected registration, correspondence study, and extension classes; provided that an experienced teacher who is following a two-year curriculum leading to a preprofessional certificate will not be subject to this standard if

the following conditions are met: The credits in excess of fifteen semester hours shall have been completed in a class and not by correspondence study, the institution certifying to the completion of the two-year elementary teacher-education curriculum shall have had this student in residence classes for at least twenty semester hours of the work included in such curriculum.

DIVISION VII

CERTIFICATE REQUIREMENTS FOR THOSE WITH ACADEMIC DEGREES

13.31(257) Applicants without education courses. Persons holding baccalaureate degrees from accredited institutions, without having begun a program of professional education prior to the securing of such degrees, who desire to qualify for original certificates based on college degrees may secure certificates by completing the specific courses required in an institution approved for teacher education leading to a professional certificate. Such persons must complete the required work in residence. This residence work must extend over a period of at least twenty-two weeks.

13.32(257) Persons with partially completed programs of professional education. College graduates who partially completed teacher-education programs before securing their degrees, may complete their work at the institution from which they were graduated without meeting the additional residence requirement.

DIVISION VIII

CONVERSION OF PRIOR CERTIFICATES¹

13.33(257) Old-type certificates defined. Prior to June 30, 1935, authorization to teach known as "state certificates" were issued. These certificates were designated as first-grade state certificates when issued on the basis of four-year college degrees. When issued on the basis of two years of college preparation, they were designated either as second- or third-grade state certificates.

13.34(257) Equivalent new classes of certificate available.

13.34(1) First-grade. Holders of expired first-grade state certificates may, upon meeting requirements, exchange them for the professional certificate described in chapter 14 of these rules. The endorsement will be for secondary-school teaching when the original preparation was at that level. If the original preparation was in the elementary-school field, the endorsement will be for elementary-school teaching.

13.34(2) Second or third grade. Holders of expired second- or third-grade state certificates may, upon meeting requirements, exchange them for the preprofessional certificate described in chapter 14 of these rules. The endorsement will always be for elementary-school teaching.

¹For information regarding conversion of other types of existing certificates, see chapter 16.

13.35(257) Requirements for exchange. Eight semester hours of credit must be completed in an approved college within the five-year period immediately preceding the date of application for exchange. At least three semester hours of this total must be completed in professional education related to the endorsement to appear on the certificate.

DIVISION IX

TEACHING EXPERIENCE RECOGNIZED

13.36(257) Amount of experience. Applicants for certificates may present evidence of five years' successful teaching experience in the type of work authorized by the endorsement to appear on the certificate sought in lieu of the credits in student teaching required for such endorsements, provided the three conditions outlined in 13.37(257) are met.

13.37(257) Conditions to be met. The five years of experience to be substituted for student teaching shall have been gained in any state on a valid certificate other than an emergency certificate, a corresponding number of semester hours of credit is presented in other education courses, and the institution recommending the applicant for such a certificate is agreeable to the substitution.

DIVISION X

MISCELLANEOUS INFORMATION

13.38(257) Extension for military service. The expiration date of the certificate of a teacher who is called into military service is extended for that period of time for which said teacher is in military service, provided that said teacher applies to the state department of public instruction for such extension within one year after honorable discharge from military service has been secured, or on or before the date of expiration of his certificate, even though that date should be more than twelve months after the date of honorable discharge.

13.39(257) Certificates for exchange teachers. The state board of public instruction is authorized, section 260.10 of the Code, to issue a certificate to an exchange teacher from another state or country when such teacher has the qualifications equivalent to the regular teacher employed by the board and who is serving as the exchange teacher.

The state board has authorized the issuance of a temporary certificate valid for one year, to such exchange teachers. Employing officials participating in arrangements for the exchange of teachers should correspond with the division of teacher education and certification of the department of public instruction for instructions to be followed by the incoming exchange teacher in order to comply with the conditions of the law referred to in the preceding paragraph.

13.40(257) Revocation. Any diploma or certificate is revocable by the state board of public instruction for any cause which would have authorized or required a refusal to grant the same.

The certificate of any teacher employed in a given county is revocable by the county superintendent when, in his judgment, there is proper cause for the revocation of said certificate or when complaint is filed supported by affidavits charging incompetency, immorality, intemperance, cruelty, or general neglect of the business of the school.

The procedure for the trial before the county superintendent and the appeal to the superintendent of public instruction is set forth in Code sections 260.24, 260.25, and 260.26.

13.41(257) Requirements tentative. The minimum requirements set forth in this bulletin are to be considered as tentative in nature and subject to revision from time to time.

[Filed January 3, 1955; amended October 6, 1955, July 17, 1957, October 31, 1967]

CHAPTER 14

CLASSIFICATION OF CERTIFICATES

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PERMANENT PROFESSIONAL CERTIFICATE

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14.23 Endorsements available.

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DIVISION VI

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14.25 Requirements for renewal.

14.1, DEPARTMENTAL RULES

DIVISION VII MERGED AREA PERSONNEL

14.26 Superintendent.

14.27 Director.

14.28 Instructor.

14.1(257) Classes listed. The teachers' certificates available are grouped into five major classes.¹ The various types of specific services which each teacher is authorized to perform are indicated by one or more endorsements² on the certificate held.

The classes of certificates are:

14.1(1) Permanent professional certificate. Valid throughout lifetime of holder except when revoked for cause.

14.1(2) Professional certificate. Valid for ten-year term and renewable according to prescribed conditions.

14.1(3) Preprofessional certificate. Valid for six-year term and renewable according to prescribed conditions.

14.1(4) Substitute certificate. Valid for two-year term, but, except as authorized by the department of public instruction by written statement, not to exceed ninety full days of teaching in any one academic year and renewable according to prescribed conditions.

14.1(5) Temporary certificates. Valid for one-year term.

14.1(6) Professional commitment certificate. Valid for one-year term and subject to successive renewals provided defined progress is made toward meeting the requirements for the professional certificate, provided that, effective December 31, 1963, the professional commitment certificate shall not be available for original issue. [Implementing §257.11(11)]

DIVISION I PERMANENT PROFESSIONAL CERTIFICATE

14.2(257) Validity. The permanent professional certificate shall be valid throughout the lifetime of the holder except when revoked for cause, and for service as indicated by the endorsement or endorsements appearing thereon.

14.3(257) Endorsements available. This certificate shall have exactly the same endorsement or endorsements available on the professional certificate which every person applying for a permanent professional certificate must first have had. Additional endorsements may be made at any time that the requirements for them have been met. (See rule 14.8, below.)

14.4(257) Requirements. The holder of a professional certificate who has had four years

¹See chapter 15 for information as to the content of the preparation needed for each of the various classes of certificates.

²Except for certificates endorsed for elementary-secondary school teaching in specified subjects, Iowa certificates give "blanket" authorization to teach any subject in the grades indicated by the endorsements. However, schools, in order to be approved by the department of public instruction, must assign duties to their teachers in accordance with the approval standards outlined in chapters 18 and 19 of these rules.

of successful experience and thirty semester hours of approved preparation beyond the baccalaureate degree shall be eligible to receive the permanent professional certificate except that, on and after August 31, 1960, said thirty semester hours of approved preparation shall have been graduate credit and a master's degree from an accredited institution shall have been awarded to said holder.

DIVISION II PROFESSIONAL CERTIFICATE

14.5(257) Validity. The professional certificate shall be valid for a term of ten years, and for service as indicated by the endorsement or endorsements appearing thereon. It shall be renewable according to conditions prescribed in this bulletin.¹

14.6(257) Elementary endorsement.

14.6(1) Type of service authorized. Authorization to teach in kindergarten and grades one through nine.

14.6(2) Requirements. Four years of approved college preparation and a baccalaureate degree from a recognized institution.

14.7(257) Secondary endorsement.

14.7(1) Type of service authorized. Authorization to teach in grades seven through fourteen.²

14.7(2) Requirements. Four years of approved college preparation and a baccalaureate degree from a recognized institution.

14.8(257) Community or junior college endorsement.

14.8(1) Type of service authorized. Authorization to teach in a community or junior college.

14.8(2) Requirements. A master's degree from a recognized institution in an approved program of graduate study with a graduate major in a principal field of instruction and including also six semester hours of appropriate professional preparation for college teaching. [Implementing §257.10(11)]

14.9(257) Elementary-secondary and other specialized endorsements.

14.9(1) Type of service authorized. Authorization to teach only in special subjects to serve in special service areas in nurse school, kindergarten, grades one through fourteen or limited groupings associated therewith.

14.9(2) Special subjects. The special subjects for which such endorsements are available are: Art, industrial arts, music, athletics and physical education.

14.9(3) Special service areas and specialized endorsements. The special service areas for which such endorsements are available are: Speech clinician, librarian, director of library services, public school health nurse, educational media specialist, hearing clinician, reading clinician, and special education. T

¹See chapter 17.

²Grades thirteen and fourteen are junior college grades.

endorsement for special education may be further subdivided by approval area to authorize its holder to render services primarily to the emotionally or socially maladjusted, the mentally handicapped, those handicapped in hearing, the visually handicapped, the physically handicapped, and those handicapped in their ability to communicate with others. A specialized endorsement is available for the area of nursery school-kindergarten.

14.9(4) General requirements. The requirements for the foregoing endorsements shall include four years of approved college preparation and a baccalaureate degree in all cases.

14.9(5) Special requirements. The following requirements shall be applicable to the specific endorsements indicated:

a. Speech clinician. For authorization by endorsement to provide clinical speech services in kindergarten and grades one through fourteen, the applicant must possess a master's degree based upon completion of a program of graduate study in which major emphasis was placed upon speech pathology for school speech clinicians.

b. Director of library services. For authorization by endorsement to serve as director of library services, the applicant shall have met the requirements for a professional certificate endorsed for elementary- or secondary-school teaching and shall possess a master's degree or its equivalent in library science. The applicant must present evidence of successful completion of a course or courses of study in the administration of school library services, which course or courses may be either included in, or in addition to, the work leading to said degree.

c. Nursery-kindergarten teacher. For authorization by endorsement to serve as a teacher in nursery school and kindergarten, the applicant shall possess a bachelor's degree and have completed an approved program of study for the preparation of nursery-kindergarten teachers, which program may be either included in, or in addition to, the work leading to said degree.

d. Educational media specialist. For authorization by endorsement to serve as an educational media specialist in kindergarten and grades one through fourteen, the applicant shall have met the requirements for a professional certificate endorsed for elementary- or secondary-school teaching and shall possess a master's degree based upon an approved program in the specialized area of educational media.

e. Hearing clinician. For authorization by endorsement to provide clinical hearing services in kindergarten and grades one through fourteen, the applicant shall possess a master's degree based upon an approved program of study in which emphasis was placed upon audiology for school hearing clinicians.

f. Reading clinician. For authorization by endorsement to provide diagnostic and instructional services on an individual basis as

reading clinician in kindergarten and grades one through fourteen for children with severe reading disabilities, the applicant shall have met the requirements for a professional certificate endorsed for either elementary- or secondary-school teaching and shall present evidence of completion of an approved master's degree program in clinical reading at a recognized institution. In addition, such applicant shall present evidence of at least two years of successful teaching experience.

g. School psychologist. For approval by endorsement for service as school psychologist in kindergarten and grades one through fourteen, the applicant shall possess a master's degree in psychology from a recognized institution of higher learning and shall present evidence of completion of an approved program of graduate study in preparation for service as a school psychologist, either included in, or in addition to, the work leading to said master's degree. In addition, applicant shall present evidence of two years of successful teaching experience.

h. Reading specialist. For authorization by endorsement for services as a reading specialist in kindergarten and grades one through fourteen, the applicant shall have met the requirements for a professional certificate endorsed for either elementary school teaching or secondary school teaching, secured a master's degree from a recognized institution, and have completed an approved graduate program in reading including preparation in the supervision of reading. In addition, such applicant shall present evidence of at least four years of successful teaching experience; at least one of which shall have included the teaching of reading as a significant part of his responsibility.

14.10(257) Elementary school supervision.

14.10(1) Type of service authorized. Authorization to serve as a supervisor or teacher in the kindergarten and in grades one through nine.

14.10(2) Requirements. Applicant must have met the requirements for endorsement as an elementary-school teacher and, in addition thereto, have completed twenty semester hours of approved graduate credit and have had two years of successful teaching experience except that, on and after August 31, 1960, applicant shall have met the requirements for the professional certificate endorsed for elementary-school teaching, and, in addition thereto, have secured a master's degree in elementary-school education from a recognized institution with emphasis on supervision and have had four years of successful teaching experience; provided further that said applicant shall have had elementary-school supervisory experiences, either with or without credit, under the supervision of the institution awarding said applicant's master's degree, or, in lieu thereof, equivalent experiences as judged by said institution.

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14.11(257) Elementary-secondary supervision.

14.11(1) Type of service authorized. Authorization to serve only as a supervisor or teacher in special subjects or special service areas in kindergarten and grades one through fourteen.

Note: For a list of special subjects and special service areas, see rule 14.9, subrules 1 to 3, above.

14.11(2) Requirements. Applicant must have met the requirement for endorsement as an elementary-secondary teacher in the special subject or special service area in which supervision is to be done,¹ and in addition thereto, have completed twenty semester hours of approved graduate credit and have two years of successful teaching experience, except that, on and after August 31, 1960, applicant shall have met the requirements for a professional certificate endorsed for elementary-secondary-school teaching in the special subject or special service area in which supervision is to be done, and, in addition thereto, have secured a master's degree from a recognized institution and have completed an approved graduate program in this special subject or special service area, including preparation also in elementary- and secondary-school curriculum or supervision and have had four years of successful teaching experience; provided further that said applicant shall have had supervisory experiences, either with or without credit, in the special subject or special service area under the supervision of the institution awarding said applicant's master's degree, or, in lieu thereof, equivalent experiences as judged by said institution.

14.12(257) Elementary school principal.

14.12(1) Type of service authorized. Authorization to serve as a principal, supervisor or teacher in any elementary school through grade nine.

14.12(2) Requirements. Applicant must have met the requirements for a professional certificate with endorsement as an elementary-school teacher, and in addition thereto, have completed twenty semester hours of approved graduate credit and have had two years of successful teaching experience except that, on and after August 31, 1960, applicant shall have met the requirements for the professional certificate endorsed for one of the several types of teaching service, and, in addition thereto, have secured a master's degree in elementary-school education with emphasis on administration, but including attention to problems of supervision and have had four years of successful teaching experience; provided further that said applicant shall have had elementary-school administrative experiences, either with or without credit, under the supervision

of the institution granting said applicant's master's degree, or, in lieu thereof, equivalent experiences as judged by said institution.

14.13(257) Secondary school principal.

14.13(1) Type of service authorized. Authorization to serve as a principal, supervisor or teacher in any secondary school through grade fourteen.

14.13(2) Requirements. Applicant must have met the requirements for a professional certificate with endorsement as a secondary-school teacher, and in addition thereto, have completed twenty semester hours of approved graduate credit and have had two years of successful teaching experience except that, on and after August 31, 1960, applicant shall have met the requirements for the professional certificate endorsed for one of the several types of teaching service, and, in addition thereto, have secured the master's degree in secondary-school education with a recognized institution with emphasis on administration, but including attention to problems of supervision and have had four years of successful teaching experience; provided further that said applicant shall have had secondary-school administrative experiences, either with or without credit, under the supervision of the institution awarding said applicant's master's degree, or, in lieu thereof, equivalent experiences as judged by said institution.

14.14(257) Superintendent.

14.14(1) Type of service authorized. Authorization to serve as county superintendent, or as superintendent, principal, supervisor or teacher in any elementary or secondary school through grade fourteen.

14.14(2) Requirements.

a. Standard preparation. Applicant must have met the requirements for a professional certificate with endorsement as a secondary-school teacher, an elementary-school teacher or as an elementary-secondary-school teacher; and in addition thereto, have completed an approved program of preparation, have been awarded a master's degree by a recognized institution, and have had four years of successful teaching experience except that, on and after August 31, 1960, applicant shall have met the requirements for a professional certificate endorsed for one of the several types of teaching service, and, in addition thereto, have secured a master's degree in school administration from a recognized institution plus thirty semester hours of approved graduate study completed after the date of the awarding of the master's degree, and have had four years of successful teaching experience; provided further that said applicant shall have had general school administrative experiences, either with or without credit, under the supervision of the institution in which the additional thirty semester hours were completed, or, in lieu thereof, equivalent experiences as judged by said institution.

b. Advanced preparation. Same requirements as for standard preparation plus thirty

¹A person holding a professional certificate who desires authorization for elementary-secondary-school supervision in special education, must have met the requirements for endorsement in only one area of the education of exceptional children.

semester hours of approved graduate preparation beyond the master's degree.

14.14(3) Superintendent of an area vocational school or community college. To qualify for authorization to serve as superintendent of an area vocational school or an area community college, an applicant shall submit evidence of preparation and experience as follows:

a. [Option 1*] Applicant shall have completed an approved program of preparation based upon at least a master's degree in administration and shall have had five years of successful administrative experience including administration of an accredited or approved vocational or technical institution or program embracing two or more fields of vocational or technical education.

b. Reserved for future use.

DIVISION III PREPROFESSIONAL CERTIFICATE

14.15(257) Validity. The preprofessional certificate shall be valid for a term of six years, and for service as indicated by the endorsement or endorsements appearing thereon. It shall be renewable according to conditions prescribed in this bulletin.¹

14.16(257) Elementary endorsement.

14.16(1) Type of service authorized. Authorization to teach in kindergarten and grades one through nine.

14.16(2) Requirements.

a. *On less than a degree.* Two years (sixty semester hours) of approved college preparation in a recognized institution except that, on and after August 31, 1958, the accreditation of each college or university to offer two-year programs of teacher education shall be terminated.

14.17(257) Secondary (trade and industrial classes) endorsement.

14.17(1) Type of service authorized. Authorization only to teach the specific subject or subjects designated in the recommendation in grades nine through twelve.

14.17(2) Requirements. Recommendation as to competence in designated subject or subjects made by director of division of vocational education of Iowa department of public instruction.

14.18(257) Elementary-secondary (not available to new applicants) endorsement.

14.18(1) Teaching service authorized. Authorization to teach the specified subject or subjects in kindergarten and grades one through fourteen.

14.18(2) Requirements. Applicant must be holder of a special subject certificate issued in former years which is in force or for which current renewal requirements have been met.

*See 14.26(257) for additional options.

¹See chapter 17.

DIVISION IV SUBSTITUTE CERTIFICATE

14.19(257) Validity. The substitute certificate shall be valid for a six-year term, and for the same services authorized by Iowa or non-Iowa certificate (exclusive of emergency or temporary certificate) once held by the applicant. It shall be valid only for those positions in which a regularly employed, certificated teacher actually began the school year. It shall be valid for not more than ninety days of full-time teaching during any single school year except that an appropriate supervisor in the department of public instruction may, by written statement, authorize the holder of such a certificate to teach in excess of the ninety-day period when, in his judgment, the best interests of the pupils would be served thereby. In such an event, the said substitute teacher shall not occupy the position beyond the close of the current school year.

14.20(257) Endorsements available. Endorsements on a substitute certificate shall be exactly the same as those to which the applicant would be entitled if a term certificate (equivalent to the type of certificate once held) were issued to the applicant.

14.21(257) Requirements. The applicant for a substitute certificate must once have held an Iowa or non-Iowa certificate (exclusive of emergency or temporary certificate) which, by meeting current renewal requirements in force in the state of issue, could again be issued for a term of years.

DIVISION V TEMPORARY CERTIFICATE

14.22(257) Validity. The temporary certificate shall be valid for a one-year term and for service as indicated by the endorsement or endorsements appearing thereon.

14.23(257) Endorsements available. This certificate shall be endorsed in a manner similar to permanent professional, professional and preprofessional certificates in accordance with the type of preparation completed.

14.24(257) Requirements.

14.24(1) Based on expired Iowa certificate, exclusive of emergency or one-year special certificate. The holder of an expired Iowa certificate (exclusive of emergency or one-year special certificate), who has had one year (eight months) of successful teaching experience, shall be eligible to receive the temporary certificate upon application accompanied by recommendation of a superintendent or county superintendent, provided that no temporary certificate shall be available to any teacher during the first year immediately following the expiration date of said teacher's regular certificate, and no temporary certificate shall be issued to a person whose expired, regular certificate was based on less than sixty semester hours of preparation when said certificate has been expired for a period of five years. This

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certificate shall be endorsed for the type of service authorized by the expired certificate on which it is based. This certificate is non-renewable. See chapter 17 for requirements for renewal of Iowa certificate once held.

14.24(2) *Based on eligibility for a professional or preprofessional certificate except for defined deficiencies outlined in chapter 13.* This certificate is nonrenewable.

14.24(3) *Based on one hundred semester hours of specified college credit.* This certificate is available only to an applicant who has never had an Iowa teacher's certificate. It requires one hundred semester hours of college credit with eight strictly in elementary-school professional education including three in elementary-school methods. The applicant shall have completed at least six semester hours of credit within the five-year period immediately preceding the date of the issuance of the certificate. It shall give the holder authorization to teach in kindergarten and grades one through nine. [Implementing §257.10(11)]

This certificate will be renewable not to exceed three times for one-year terms upon the completion of eight semester hours of credit each year leading toward completion of requirements for a professional certificate, provided that teaching experience continues to be successful.

No temporary certificate will be issued or renewed under the provisions of this subsection from and after August 31, 1970.

14.24(4) *Based on administrative decision.* The superintendent of public instruction is authorized to issue the temporary certificate to applicants whose services are needed to fill positions in specific schools in emergency situations.

14.24(5) *Issued under the conditions of an approved Title I elementary-secondary-education Act program.* This certificate is available to persons employed in the schools under the provisions of an approved Title I elementary-secondary education Act (P. L. 89-10) program. The applicant shall have completed at least sixty semester hours of college preparation in an institution acceptable to the board. It shall give the holder authorization to teach or supervise children in the position described in the approved Title I program.

The applicant shall show moral and physical fitness for the position and freedom from communicable diseases.

The employing superintendent shall provide a complete job description of the position to be held by the applicant and a statement indicating the special qualifications the applicant has for the position.

This certificate will be renewable for additional one-year terms during employment of its holder only so long as approval of the specific Title I program is continued.

14.24(6) *Issued for the performance of supervisory or monitorial services for the pur-*

pose of relieving certificated teachers for other duties. This certificate is available to persons employed in the schools for the performance of various nonteaching duties involving the supervision of pupils and for the purposes of rendering such assistance to teachers as will enable them to perform more effectively their teaching duties.

The applicant shall show moral and physical fitness for the position and freedom from communicable diseases.

Application for such certificate shall be accompanied by a statement, from the local superintendent or administrative officer of the employing district or school, which contains a description of the work for which the applicant is proposed to be employed and states that said superintendent or officer has examined the qualifications of the said applicant and finds him physically, mentally, and morally fit for the performance of such duties.

Certificates issued under the provisions of this subrule will be endorsed for the performance of the specific duties named in the job description and annually renewable at the request of the employer.

DIVISION VI

PROFESSIONAL COMMITMENT CERTIFICATE

14.25(257) *Requirements for renewal.* The professional commitment certificate is renewable for consecutive yearly terms provided that the equivalent of six semester hours of additional preparation leading toward the professional certificate is completed each year*, and provided also that teaching experience continues to be successful and the college where the preparation is being completed recommends each renewal.

The holder of a professional commitment certificate is not required to renew it each year provided no teaching is done. However, a grand total of additional credits equivalent to at least six semester hours of progress each year (except during military service) after the issuance of the original professional commitment certificate will be required.

DIVISION VII

MERGED AREA PERSONNEL

[Rules 14.26(257) to 14.28(257) were filed by the Board of Public Instruction]

14.26(280A) *Superintendent.* In addition to the option provided in section 14.14(3)"a" [Option I] the following options are hereby authorized for the professional certificate.

14.26(1) *Option II.* Applicant shall hold a doctor's degree with specialization in educational administration granted by an institution, approved by the state board of public instruction, shall have had five years of successful administrative experience, and shall be recom-

*If recommended by the college, credits in excess of 6 semester hours completed during any year following the original issuance of the certificate may be cumulated and applied toward meeting the requirements for one or more succeeding yearly renewals. For example, if a teacher should complete 10 semester hours during a given year, 4 of them could be carried over and used on the next renewal.

mended by the institution awarding the degree as having competence to serve successfully as chief administrator of an Iowa area vocational school or area community college and as executive officer of a merged area board.

14.26(2) Option III. Applicant shall have had five years of successful experience as administrator of a regionally accredited community college or vocational school, shall hold at least a master's degree with at least two years of graduate study from a regionally accredited institution, and shall be recommended by the institution awarding the master's degree as having competence to serve successfully as chief administrator of an Iowa area vocational school or area community college and as executive officer of a merged area board.

14.26(3) Option IV. Applicant shall have had at least five years of successful teaching experience and two years of successful administrative experience in a vocational school, community college, junior college, or four-year college with successful programs in general education or college transfer, or adult or continuing general education, and at least three programs of vocational education. He shall hold an earned doctor's degree in an academic area, vocational education, adult or continuing education, student personnel work, higher education, or education with specialized work in administration.

14.26(4) Option V. Applicant shall hold a master's degree granted by an institution recognized by the state board of public instruction, and shall be evaluated by a review committee appointed by the state superintendent of public instruction as having competence to serve successfully as chief administrator of an Iowa area vocational school or area community college and as executive officer of a merged area board.

14.27(280A) Director.

14.27(1) Director of a division of area vocational school or area community college, or administrative center thereof. To qualify for a professional certificate with authorization to serve as director of a division of an area vocational school or area community college, or attendance center thereof, an applicant shall submit evidence of preparation and experience which meets one of the following options.

14.27(2) Option I. Applicant shall hold a master's degree granted by an institution, approved by the state board of public instruction, with specialization in one of the following: (a) Subject-matter field taught in the area institution, (b) administration, (c) vocational-technical education, or (d) student personnel work.

Applicant shall have had four years of successful teaching experience and shall be recommended for this certificate by the institution granting the master's degree.

14.27(3) Option II. Applicant shall hold a master's degree granted by an institution recognized by the state board of public instruction,

and shall be evaluated by a review committee appointed by the state superintendent of public instruction as having competence to serve successfully as director of a division of an area vocational school or area community college, or attendance center thereof.

14.28(280A) Instructor.

14.28(1) Instructor in an arts and sciences field of an area community college or public community or junior college. To qualify for a professional certificate with authorization to teach in an arts and sciences field of an area community college or public community or junior college, an applicant shall submit evidence of preparation and experience as follows:

Applicant shall hold a master's degree granted by an institution, approved by the state board of public instruction, with specialization in a field of instruction offered in the arts and sciences division of an area community college. This preparation shall include six semester hours of professional preparation appropriate for college teaching, provided that adequate experience in college teaching as evaluated by a review committee appointed by the state superintendent of public instruction shall be accepted in lieu of part or all the required credits in professional education.

14.28(2) Instructor in a vocational or technical field in an area vocational school or area community college or public community or junior college. To qualify for a professional certificate with authorization to teach in a vocational or technical field in an area vocational school or area community college or public community or junior college, an applicant shall submit evidence of preparation and experience as follows:

Applicant shall hold a bachelor's degree granted by an institution, approved by the state board of public instruction, with specialization for teaching in one vocational or technical field offered in the vocational-technical division of an area vocational school or area community college and recommendation by the preparing institution.

14.28(3) Instructor in a vocational or technical field in an area vocational school or area community college or public community or junior college. To qualify for a preprofessional certificate with authorization to teach in a vocational or technical field in an area vocational school or area community college or public community or junior college, an applicant shall submit evidence of preparation and experience as follows:

Applicant shall have competence in one vocational or technical field offered in an area vocational school or an area community college based on adequate preparation and experience as evaluated by a review committee appointed by the state superintendent of public instruction.

[Filed January 3, 1955; amended October 6, 1955, August 23, 1956, July 17, 1957, January

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22, 1959, December 2, 1963, December 31, 1963, May 10, 1966, October 5, 1966, October 31, 1967, July 8, 1969, September 18, 1969, March 26, 1971]

CHAPTER 15

APPROVAL OF INSTITUTIONS AND TEACHER EDUCATION PROGRAMS

- 15.1 Advisory committee.
- 15.2 Recommendations by committee.
- 15.3 Experimental programs.
- 15.4 Filings by institutions.
- 15.5 Specific program filed.
- 15.6 Demonstration of competence.
- 15.7 Certificates requiring degree.
- 15.8 Graduate programs filed.
- 15.9 Out-of-state programs.
- 15.10 Revised program approval.
- 15.11 Review committee.

15.1(257) Advisory committee. Chapter 16 presents the teacher certification framework which has been adopted for Iowa by the state board of public instruction.

As a matter of policy, the state board has not set up a rigidly specified curriculum for the preparation of teachers in any field. It has authorized the superintendent of public instruction to appoint an advisory committee on teacher education and certification. This committee will make recommendations regarding the content of each of the various programs of preparation for consideration by the state board. This committee will be a recommending body only. The final legal authority rests with the board.

15.2(257) Recommendations by committee. The state board has stipulated that the advisory committee shall organize its recommendations under four categories:

15.2(1) Academic work in general education needed by all teachers.

15.2(2) Academic preparation needed for secondary- or elementary-secondary-school teachers in their chosen teaching fields, and certain subjects essential in the preparation of elementary-school teachers.

15.2(3) Preparation in education and psychology courses including teaching under supervision.

15.2(4) Student selection and guidance.

15.3(257) Experimental programs. The state board has further stipulated that the advisory committee shall organize its recommendations in such a manner that considerable room will be left for institutional initiative in the methods of preparing teachers. Experimentation with promising programs for improved preparation of teachers is encouraged by the state board.

15.4(257) Filings by institutions. Iowa colleges and universities seeking the approval of their programs of teacher education shall file evidence of the extent to which they meet the standards of the National Council for Accreditation of Teacher Education provided that colleges and universities already accred-

ited by the said council shall be exempted from filing such evidence.

15.5(257) Specific program filed. In order for its graduates to be accepted for teacher certification by the state board of public instruction, each Iowa college or university shall file a specific program or curricular pattern of teacher education designed to meet the requirements for each certificate, and it shall also specify the courses its students must complete and the levels of excellence which they must attain in said courses as a condition to being recommended for approval to teach the subjects in public schools for which standards are hereinafter prescribed.

15.6(257) Demonstration of competence. When any Iowa college or university which is approved for teacher education by the state board of public instruction certifies that an applicant for a teacher's certificate has demonstrated competence in any required area of preparation equivalent to the completion of regular college courses in that area, said applicant shall not be required to present a record of college credit in said area.

15.7(257) Certificates requiring degree. Certificates based on requirements specifying four years of college preparation and a bachelor's degree shall be issued only after the applicant for one of the said certificates has met each of the following standards, where applicable to the type of said certificate to be issued, in an Iowa college or university whose program or programs of teacher education leading to said certificates shall have been filed with and approved by the state board of public instruction:

15.7(1) General education. The applicant shall have completed forty semester hours of credit in courses specified by the institution awarding said applicant's bachelor's degree as being classified as general education.

15.7(2) Field of concentration. The applicant shall have completed thirty semester hours of credit in an area of subject-matter concentration which shall have been listed by the institution awarding said applicant's bachelor's degree in said institution's program or programs of teacher education filed with and approved by the state board of public instruction, provided that, when so designated by said institution, "elementary-school education" shall be regarded as an acceptable area of subject-matter concentration.

15.7(3) Elementary certificate subjects. The applicant for a certificate valid for teaching in the elementary-school field shall have completed preparation in at least five of the following areas: Literature for children, mathematics, art, music, geography, health and physical education, industrial arts, conservation education, elementary speech correction, and dramatics as separate college courses, or, in lieu thereof, in courses in general education required by the institution awarding said applicant's bachelor's degree.

15.7(4) Secondary certificate subjects. The applicant for a certificate valid for teaching in the secondary-school field shall have met the minimum approval standards as herein prescribed for teaching subjects within one or more fields outside his own area of subject-matter concentration for which said approval standards include requirements except in cases where the institution awarding said applicant's bachelor's degree shall have been authorized by the state board of public instruction to recommend applicants who have been permitted by said institution to omit preparation sufficient to meet approval standards in any field outside their area of concentration, and when said institution does so recommend said applicant.

15.7(5) Special field certificate subjects. The applicant for a certificate valid for teaching in a special subject or special service area in the elementary- and secondary-school fields shall have completed forty semester hours of preparation in general education and thirty semester hours of preparation in an area of subject-matter concentration both as specified herein provided that the special subject or special service area in which said certificate authorizes said applicant to teach shall comprise the area of subject-matter concentration, provided further that an applicant for a certificate valid to serve as a teacher in the area of school psychologist must hold a master's degree including the preparation herein prescribed and have had two years of teaching experience.

15.7(6) Hours of education courses. The applicant shall have completed a grand total of twenty semester hours of credit in professional education at least one-fourth of which credits shall be in professional education courses which deal with problems which are of common concern to both elementary- and secondary-school teachers.

15.7(7) Methods and student teaching—elementary certificate. The applicant for a certificate valid for teaching in the elementary-school field shall complete courses dealing with (a) learning experiences designed to develop skill in methods of teaching and evaluating pupil progress in the areas of instruction included in the elementary-school curriculum, and (b) shall have completed work in supervised student teaching at the elementary-school level. At least five semester hours of college credit shall have been secured in said supervised student teaching by said applicant.

15.7(8) Methods and student teaching—secondary certificate. The applicant for a certificate valid for teaching in the secondary-school field shall have completed courses dealing with (a) learning experiences designed to develop skill in methods of teaching and evaluating pupil progress in the areas of instruction included in the secondary-school curriculum, and (b) shall have completed work in supervised student teaching in the secondary-

school field. At least five semester hours of college credit shall have been secured in said supervised student teaching by said applicant.

15.7(9) Methods and student teaching—special subject certificate. The applicant for a certificate valid for teaching in a special subject or special service area at the elementary- and secondary-school levels shall have completed courses dealing (a) with learning experiences designed to develop skill in methods of teaching and evaluating progress of elementary- and secondary-school pupils in the special subject or service area for which said certificate is valid, and (b) shall have completed work in supervised student teaching in the special subject or service area for which said certificate is valid. At least five semester hours of college credit in said supervised student teaching shall have been secured by said applicant. This work in student teaching shall have dealt with both elementary- and secondary-school pupils.

15.7(10) Certification of special subject teacher as elementary teacher. The holder of a certificate valid for teaching in a special subject or special service area at the elementary- and secondary-school levels shall become eligible for certification as an elementary-school teacher by completing the same subject-matter preparation specified herein as required of the applicant for a certificate valid for teaching in the elementary-school field, and, in addition thereto, by completing six semester hours in elementary-school methods outside the special subject or special service area for which said holder's certificate is already valid.

15.7(11) Certification of special subject teacher as secondary teacher. The holder of a certificate valid for teaching in a special subject or special service area at the elementary- and secondary-school levels shall become eligible for certification as a secondary-school teacher by completing the same subject-matter preparation specified herein as required of the applicant for a certificate valid for teaching in the secondary-school field, and, in addition thereto, by completing three semester hours of secondary-school teaching methods outside the special subject or special service area for which said holder's certificate is already valid.

15.8(257) Graduate programs filed. Iowa colleges and universities offering programs of preparation leading to certificates for which graduate study is specified herein shall be authorized to recommend applicants for said certificates only when said programs have been filed with and approved by the state board of public instruction.

15.9(257) Out-of-state programs. In order to have their programs of teacher education considered for approval, out-of-state institutions shall offer programs and meet standards equivalent to those specified herein for Iowa colleges and universities and they shall also meet the following conditions: Be accredited for general excellence by a regional accredi-

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ing agency for collegiate institutions operating in the territories in which said institutions are located provided said regional accrediting agency is declared by the state board of public instruction as being acceptable to it; be approved by the state board or agency under whose jurisdiction the institution operates for the particular area or specialized field of teaching in which certification is sought; and be accredited by the National Council for Accreditation of Teacher Education, or, in lieu thereof, provide such other evidence of excellence of the teacher education program as may be required by the state board of public instruction.

15.10(257) Revised program approval. Each revised program of teacher preparation leading to each class of certificate and each endorsement must be submitted to and approved by the state board of public instruction. Every institution must submit its revised program or programs on or before December 31, 1958.

15.11(257) Review committee. The state board will take action regarding the approval of programs submitted by each institution after the report of a reviewing committee designated by the superintendent of public instruction has been submitted. In addition

16.2(257) Conversion table. The following tables summarize the manner in which these conversions will be made:

<i>Existing Certificates</i>	<i>Equivalent New Certificates</i>
1. Life certificate where holder has 30 semester hours of credit beyond baccalaureate degree	1. Permanent professional certificates
2. All other life certificates	
3. All term certificates in force and based on college degrees ¹	2. No conversion necessary unless lapsed; then eligible for conversion to equivalent new class of certificate on meeting reinstatement requirements
a. Names of Certificates Involved	3. Professional certificate, or when conditions are met, permanent professional certificate
(1) Superintendents' certificates	
(2) Principals' certificates	
(3) Supervisors' certificates	
(4) Advanced elementary certificates	
(5) Standard secondary certificates	
(6) Advanced secondary certificates	
(7) Special certificates, exclusive of one-year special certificates	
4. All term certificates in force and based on less than college degrees	4. Preprofessional certificate
a. Names of Certificates Involved	
(1) High school normal training certificates	
(2) Uniform county certificates	
(3) Standard elementary certificates	
(4) Special certificates, exclusive of one-year special certificates	
5. All holders of expired certificates	5. Temporary certificate, also equivalent new class certificate when requirements for renewal or exchange have been met

¹Although some certificates named in this category were issued in former years in exchange for old-type certificates based on less than college degrees, the experienced holders of such certificates are always given the same renewal or conversion privileges as younger teachers who secured these certificates on the basis of degrees.

[Filed prior to July 4, 1952]

to appropriate members of the staff of the department of public instruction, the reviewing committee shall include representatives of colleges which prepare teachers and of the teaching profession. When a college contemplates major revisions in one or more of its approved programs such revisions may be announced and initiated only after having been approved by the state board.

[Filed July 17, 1957]

CHAPTER 16

CONVERSION OF EXISTING CERTIFICATES TO EQUIVALENT NEW CLASSES OF CERTIFICATES¹

16.1 Conversion authorized.

16.2 Conversion tables.

16.1(257) Conversion authorized. The state board of public instruction has authorized the conversion of all existing certificates to the equivalent new classes of certificates outlined in chapter 14.

¹(a) Teachers with certificates in force must have met the requirements for the renewal of such certificates in order to be eligible to convert them into equivalent professional or preprofessional certificates.

(b) Applications for conversion are acceptable within twelve (12) months prior to expiration of certificates now in force.

(c) Permanent professional certificates are immediately available to qualified applicants.

CHAPTER 17 REQUIREMENTS FOR RENEWAL OF TEACHERS' CERTIFICATES

DIVISION I

MISCELLANEOUS REQUIREMENTS

- 17.1 Renewal application forms.
- 17.2 Fees.
- 17.3 Time for application.
- 17.4 Where credits must be taken.
- 17.5 Recency of credits.
- 17.6 Records of experience.
- 17.7 Continued fitness evidence.
- 17.8 Professional spirit—evidence.
- 17.9 Requirements subject to change.

DIVISION II

TERM RENEWAL REQUIREMENTS

- 17.10 Certificates issued on degrees.
- 17.11 Certificates issued without degree.

DIVISION III

LIFE RENEWAL REQUIREMENTS

- 17.12 Expired certificates.
- 17.13 Standard elementary and five-year special.
- 17.14 Other five-year certificates.
- 17.15 Lapsing of life certificates.

DIVISION IV

SUBSTITUTE CERTIFICATE RENEWAL

- 17.16 Proper use.
- 17.17 Successful teaching.
- 17.18 Limit on use per year.

DIVISION V

TEMPORARY CERTIFICATE RENEWAL

- 17.19 Generally not renewable.

DIVISION I

MISCELLANEOUS REQUIREMENTS

17.1(257) Renewal application forms. Application forms for renewal of certificates may be secured from the department of public instruction, registrars of Iowa colleges, superintendents and county superintendents.

17.2(257) Fees. The fee for the term renewal of a certificate is two dollars; for a life renewal, five dollars. Fees should be sent to the department of public instruction made payable to the superintendent of public instruction.

17.3(257) Time for application. The application and fee for the renewal of a certificate may be filed as early as twelve months prior to expiration date.

17.4(257) Where credits must be taken. Credits earned for the renewal of certificates must be completed in an institution approved by the state board of public instruction. Teachers with sixty or more semester hours of credit on the date of registration for courses to be used for certificate renewal must earn the credits in an approved *senior* college.

17.5(257) Recency of credits. If a certificate is renewed at date of expiration, the credits presented for the renewal of the certificate are acceptable, if earned during the term of the certificate. If a certificate is not renewed at date of expiration, the credits presented for its renewal must have been completed

within the five-year period immediately preceding the date of application for the renewal.

17.6(257) Records of experience. Statements from school officials under whom an applicant has taught are required for renewal of certificates. Appropriate forms for this purpose are provided by the state board of public instruction.

Applicants who have not completed the minimum experience requirements to combine with college credits for the renewal of a certificate and who present additional college credits in lieu of such experience must also file statements from school administrators for such experience as they may have had during the term of the certificate being offered for renewal.

17.7(257) Continued fitness evidence. Such evidence as the state board of public instruction may require showing continued physical and mental health, and moral fitness sufficient for work in the schools must be presented.

17.8(257) Professional spirit—evidence. A person renewing a certificate is required to present such evidence as the state board of public instruction may require showing professional spirit.

The state board has defined the evidence of professional spirit as follows:

17.8(1) Completion of additional college credits as specified since the date of issuance of certificate being offered for renewal.

17.8(2) Adherence to the Code of Ethics for Teachers as adopted by the National Education Association and the Iowa State Education Association.

17.8(3) Attendance at and co-operative participation in institutes and teachers' meetings called by school officials.

17.8(4) Assumption of responsibility for keeping one's own teacher's certificate in force and registered as required by law as long as employed in school work.

17.8(5) Refusal to accept a position for which one is not qualified.

17.8(6) Refusal to aid and abet in any manner the continuance in service of any teacher known to be ineligible for a teacher's certificate.

17.9(257) Requirements subject to change. Renewal requirements are subject to change. The holder of a certificate is responsible for keeping himself informed regarding changes in requirements. While all such changes are widely publicized by the department of public instruction, it is not possible to inform each certificate holder directly whenever such changes are adopted.

All changes in requirements are distributed among city and county superintendents, and college and university departments of education in Iowa. They are also available to any person or institution upon request.

17.10, DEPARTMENTAL RULES

DIVISION II TERM RENEWAL REQUIREMENTS¹

17.10(257) Certificates issued on degrees.

17.10(1) Names of certificates involved:

- a. Professional certificates
- b. Superintendents' certificates
- c. Principals' certificates
- d. Supervisors' certificates
- e. Advanced elementary certificates
- f. Standard secondary certificates
- g. Advanced secondary certificates
- h. Special certificates, exclusive of one-year certificates

When renewal requirements for these certificates are met, they will be converted to professional certificates.

17.10(2) General requirements. Every person renewing a certificate based on a college degree should complete the required college credits in courses related to the increase in competence to do the type of service covered by the certificate being offered for renewal.

17.10(3) Renewal requirements — additional preparation and experience. Successful experience in teaching during the term of the certificate as judged by analysis of evidence filed concerning all such experience, but totaling at least eight months; and, in addition thereto, six semester hours of credit earned since the date of issuance of the certificate.

In lieu of the above experience and credit: Eight semester hours of additional college credit.

17.11(257) Certificates issued without degree.

17.11(1) Names of certificates involved:

- a. Preprofessional certificates
- b. High school normal training certificates
- c. Uniform county certificates
- d. Standard elementary certificates
- e. Special certificates, exclusive of one-year special certificates
- f. Limited elementary certificates²

When renewal requirements for these certificates are met, they will be converted to preprofessional certificates.

17.11(2) General requirements. Every person renewing a certificate based on less

than a college degree must present a statement signed by a registrar of the single, approved institution where the credits for renewal are on record showing the following facts:

a. All credit from other colleges has been received and evaluated in terms of the requirements for the completion of the program leading to a professional certificate.

b. The credits being offered in support of the application for renewal count toward the completion of the requirements for the professional certificate.

17.11(3) Renewal requirements — additional preparation and experience. Successful experience in teaching during the term of the certificate as judged by analysis of evidence filed concerning all such experience, but totaling at least eight months; and in addition thereto, six semester hours of credit earned since the date of issuance of the certificate.

In lieu of the above experience and credit: Eight semester hours of additional college credit.

DIVISION III LIFE RENEWAL REQUIREMENTS²

17.12(257) Expired certificates. Certificates that have expired cannot be renewed for life. Any five-year certificate, in force as of December 31, 1953, may be renewed for life on date of expiration by meeting the following requirements.

17.13(257) Standard elementary and five-year special.

17.13(1) Experience. Five years' successful teaching experience, two of which must have occurred during the term of the certificate offered for life renewal.

17.13(2) Professional training, growth, spirit. Evidence of having completed a two-year college curriculum (or a minimum of sixty semester or ninety quarter hours of college credit) recognized by the state board of public instruction, and in addition thereto, at least nine semester or thirteen quarter hours of college credit earned during the term of the certificate to be renewed for life.

17.14(257) Other five-year certificates. Five years' successful teaching experience, two of which must have occurred during the term of the certificate offered for life renewal.

17.15(257) Lapsing of life certificates.

17.15(1) Lapsing due to nonuse. A certificate renewed for life remains in force only as long as the holder permits no five-year period to pass in which he has not been employed in school work for at least eight months in administration, supervision, or teaching. (One hundred sixty days of teaching is considered the equivalent of eight months.)

²After June 30, 1958, life renewals will be available only to people with proper experience who have completed 30 semester hours of preparation in addition to the baccalaureate degree. Because, as outlined in chapter 14, such people will be eligible to receive permanent professional certificates, there will then be no advantage in securing a life renewed certificate of the old type.

¹Term renewal requirements are suspended for people sixty years of age or older who hold preprofessional certificates or higher and have had five years (forty months) of successful teaching experience during the term of their certificates being offered for renewal.

²These limited elementary certificates were renewable once only for one three-year term. However, upon completion of 12 additional semester hours of credit at a single institution under the conditions outlined under 17.13(2), they may be converted to preprofessional certificates.

17.15(2) Reinstatement of lapsed life certificate for term. A life certificate which has lapsed may be reinstated upon filing eight semester hours of college credit earned in an approved institution within the five-year period immediately preceding the date of application for reinstatement.

A lapsed life certificate is reinstated, not as another life certificate, but as an equivalent term certificate as outlined in chapter 16.

Exception: If the requirements for it are met, the permanent professional certificate will be issued immediately upon meeting the requirements for the reinstatement of a lapsed life certificate.

DIVISION IV SUBSTITUTE CERTIFICATE RENEWAL

17.16(257) Proper use. Evidence showing that substitute teacher's certificate was used only to take the place of a regularly employed, certificated teacher who actually began the school year.

17.17(257) Successful teaching. Evidence showing that any teaching experience had during the term of the certificate was successful, or recommendation by a superintendent or county superintendent as to continued fitness for teaching.

17.18(257) Limit on use per year. Evidence that not more than ninety days of full-time teaching was done by the applicant during any one school year while the certificate was in force, unless such teaching was covered by a valid certificate or was authorized in writing by an appropriate supervisor in the department of public instruction.

DIVISION V TEMPORARY CERTIFICATE RENEWAL

17.19(257) Generally not renewable. Except when so stipulated by the conditions under which it is issued, the temporary certificate is not renewable.

This certificate is usually issued only to people who will become holders of a regular term certificate by completing either six or eight additional semester hours of appropriate college credit.

[Filed prior to July 4, 1952]

CHAPTER 18 GENERAL INFORMATION RELATING TO THE APPROVAL OF CERTIFICATED PERSONNEL

- 18.1 Schools to which applicable.
- 18.2 Uncertificated personnel—consequences.
- 18.3 Minimum standards prescribed.
- 18.4 Special advice to officials.
- 18.5 Certificates for certain positions.
- 18.6 Prior service recognized.
- 18.7 Preparation at accredited institution.
- 18.8 Departmental approval statement.
- 18.9 Emergency approval.

18.1(257) Schools to which applicable. Aside from the fact that every rural school must be

taught by a teacher or teachers holding certificates valid for the grade levels included in such schools to which said teachers are assigned, the approval standards stated herein apply to the elementary and secondary schools (including junior colleges) operated by school districts which maintain approved high schools.

18.2(257) Uncertificated personnel—consequences. Any school, rural or otherwise, which does not employ regularly certificated teachers who are qualified for the types of positions held may, under certain conditions, be ineligible for participation in the state distributive funds, and the collection of tuition from non-residents from other districts which do not maintain approved high schools.

18.3(257) Minimum standards prescribed. The department of public instruction recognizes that the requirements outlined herein are minimum standards only. They are not to be accepted as standards for schools which are attempting to give maximum service. In every instance the required preparation should be exceeded by the good teacher. School boards and superintendents must recognize that standards for teaching are rising the country over, and that Iowa standards are relatively low as compared with other states. Iowa teachers, therefore, may expect that requirements will be raised and should govern themselves accordingly.

18.4(257) Special advice to officials.

18.4(1) To school boards. Section 279.14 of the Code, designates the superintendent as the executive officer of the board. Before filling any vacancy at any time, consult your superintendent. *Under no circumstances should a contract be signed unless you are sure the teacher is properly qualified.* If you are not sure the teacher under consideration meets the minimum requirements for the position, call or write the Department of Public Instruction, Des Moines, Iowa 50319.

18.4(2) To superintendents. Be sure to consult these rules before filling any vacancies in your teaching staff. In filling vacancies, call the attention of your school board to the paragraph above so that such vacancies will not be filled with unqualified teachers.

In making assignments of secondary-school teachers it is expected that superintendents will recognize the preparation of the teacher, and require at least twenty semester hours of preparation in any field which constitutes the teacher's major assignment.

18.5(257) Certificates for certain positions. A certificate appropriate for each type of position is required. The following statements are important in this connection:

18.5(1) Certificates authorizing service or teaching at the elementary- and secondary-school levels in specific areas or subjects are not valid for teaching academic subjects not covered by such endorsements.

18.5, DEPARTMENTAL RULES

18.5(2) Certificates for elementary-school teaching are not valid for service above the eighth grade unless so designated by the certificates or the endorsements on them.

18.5(3) No certificates valid for secondary-school teaching may be used below seventh grade unless specific endorsements to that effect appear on them.

18.6(294) Prior service recognized. Any teacher who has been regularly approved for teaching a subject or grade in an approved Iowa school may continue to teach that subject or grade in the same type of Iowa school even though he does not meet the present standards (section 294.2, Code 1954). This privilege is not extended to teachers who have been approved but do not meet the legal requirements; e.g., a holder of a certificate valid only for teaching in the seventh grade or above does not qualify on that certificate for teaching below the seventh grade, even though he may have once taught in kindergarten and grades one through six.

18.7(257) Preparation at accredited institution. In every instance where "preparation or training" of the teacher is mentioned, such preparation or training must be secured in, or validated or evaluated by, a regularly accredited teacher-education institution. Such Iowa institutions are listed in the Iowa Educational Directory, published annually by the department of public instruction. Accredited out-of-state schools are those accredited by the North Central Association of Colleges and Secondary Schools or comparable regional accrediting associations, or the National Council for Accreditation of Teacher Education. Any reference to "hours of preparation" is expressed in semester hours only.

18.8(257) Departmental approval statement. It is the practice of the department of public instruction to issue an official statement to each secondary-school teacher indicating the subjects which that teacher is approved to teach under these standards. Thus, employing officials will know in advance of hiring a teacher whether or not said teacher's qualifications fit the position to be filled. On request, this information will be supplied to any superintendent or school board direct from the department of public instruction.

Each Iowa teacher-preparing institution, approved by the state board of public instruction, shall outline the courses or levels of adequacy which its students must attain in order to be recommended for approval to teach in the various subject-matter areas. After the state board of public instruction has officially accepted said outline from an institution, the teacher prepared at said institution shall be approved only when said courses or levels of adequacy shall have been completed or attained as attested to by said institution even though said courses or levels of adequacy exceed the minimum approval standards outlined herein. When a teacher's record of credits

from a college outside Iowa is filed for evaluation to determine said teacher's areas of approval, said record shall be interpreted for each teaching area in a manner consistent with standards typical of those filed by Iowa colleges and officially accepted by the state board of public instruction.

18.9(257) Emergency approval. The superintendent of public instruction shall, at his discretion, extend temporary approval in emergency situations to certificated teachers who are making annual progress to his satisfaction toward meeting the regular approval standards outlined herein.

[Filed July 17, 1957]

CHAPTER 19

REQUIREMENTS FOR EACH TYPE OF POSITION

DIVISION I ADMINISTRATION

- 19.1 Superintendent and assistant.
- 19.2 Secondary principal and assistant.
- 19.3 Elementary principal and assistant.

DIVISION II SUPERVISION

- 19.4 Definition of supervisor.
- 19.5 Secondary supervisor (not in special subjects).
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- 19.7 Elementary-secondary supervisor (special subjects or special services).

- ##### DIVISION III HIGH SCHOOL AND JUNIOR COLLEGE TEACHERS
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- ##### DIVISION IV SPECIAL SUBJECT TEACHERS
- 19.10 Art, music, industrial arts and physical education.
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- ##### DIVISION V ELEMENTARY SCHOOL TEACHERS
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- ##### DIVISION VI LIBRARIANS
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- ##### DIVISION VII GUIDANCE
- 19.17 Qualifications for guidance personnel.

- ##### DIVISION VIII PUBLIC SCHOOL HEALTH NURSES
- 19.18 Requirements.

- ##### DIVISION IX OTHER SERVICES
- 19.19 Certification.

DIVISION I ADMINISTRATION

- 19.1(257) Superintendent and assistant.¹**

¹The superintendent of a public school system which maintains a junior college must hold a master's degree and must have preparation in educational administration, and supervision or curriculum.

19.1(1) Certificate.

a. Superintendent's certificate, or professional or permanent professional certificate endorsed for service as superintendent.

b. Life validated old-type state certificate accepted for those previously approved as superintendent on such certificate.

19.1(2) Preparation. As prescribed for one of the above certificates.

19.1(3) Experience. As required to qualify for the certificate.

19.1(4) Approval for teaching. Superintendents are eligible to teach at either the secondary or elementary level, or both. However, they are limited in their teaching schedule the same as are other teachers; i.e., they must meet the preparation standards, or previous experience required of classroom teachers. Superintendents teaching special subjects may teach at either the secondary or the elementary level or both, but must meet the training requirements prescribed for the teachers at each level at which teaching is done. Any new combination of superintendent and vocational agriculture will not be approved. Any combination of duties or an overload of teaching and study hall assignments which consumes more than one-half of the superintendent's time is viewed with disfavor. Ample time in the day's routine must be allotted for administrative procedures and direct supervision of the school's personnel.

19.2(257) Secondary principal and assistant.²

19.2(1) Certificate.

a. Secondary principal's certificate, or professional or permanent professional certificate endorsed for service as secondary-school principal.

b. Life validated old-type state certificates accepted for those previously approved.

19.2(2) Preparation. As prescribed for above certificates.

19.2(3) Experience. As required to qualify for the certificate.

19.2(4) Approval for teaching. Secondary-school principals are limited in their teaching schedule the same as are teachers; i.e., they must meet the preparation standards or previous experience required of classroom teachers at the secondary level.

Note: The standard and advanced secondary certificates are not valid for any principalship. Only teachers holding secondary-school principal's certificates or professional certificates endorsed for service as secondary-school principal may be designated as principal in any listings of the school's personnel. No teacher shall be assigned or designated as acting principal unless he holds a valid certificate for the principal's position.

²A secondary-school principal or teacher who serves as a dean or junior college administrator must hold a master's degree and must have preparation in educational administration, and supervision or curriculum.

19.3(257) Elementary principal and assistant.

19.3(1) Certificate.

a. Elementary principal's certificate, or professional or permanent professional certificate endorsed for service as elementary principal.

b. Life validated old-type state certificate accepted for those previously approved as elementary-school principal.

19.3(2) Preparation. As prescribed for above certificates.

19.3(3) Experience. As required to qualify for the certificate.

19.3(4) Approval for teaching. Any grade or subject at the elementary level, or, when so designated on the certificate, subjects in the ninth grade.

Note: The standard and advanced elementary certificates are not valid for any principalship. No teacher shall be assigned or designated as acting principal unless he holds a valid certificate for the principal's position.

DIVISION II
SUPERVISION

19.4(257) Definition of supervisor. A supervisor is defined as one who spends more than half time supervising the teaching of some particular subject or subjects, or a combination of such supervision and the preparation of outlines, directions, or performs services for those working under his supervision. The work of a supervisor may be done on the high school level or on the elementary level or on any combination of elementary and secondary supervision.

19.5(257) Secondary supervisor (not in special subjects).

19.5(1) Certificate.

a. Superintendent's or secondary principal's certificate; or professional or permanent professional certificate endorsed for service as superintendent or secondary principal.

b. Certificate for supervision of the subject involved.

c. Life validated old-type state certificate accepted on which the supervisor may have been previously approved in this position.

19.5(2) Preparation. As prescribed for above certificates.

19.5(3) Experience. As required to qualify for the certificate.

19.5(4) Approval for teaching. Any secondary subject in which the supervisor meets approval standards for teachers on preparation as prescribed in this bulletin.

19.6(257) Elementary supervisor (not in special subjects).

19.6(1) Certificate.

a. Superintendent's certificate, or professional or permanent professional certificate endorsed for service as superintendent.

19.6, DEPARTMENTAL RULES

b. Elementary supervisor's certificate or professional or permanent professional certificate endorsed for elementary-school supervision.

c. Life validated old-type state certificate accepted for persons previously approved as elementary supervisor on this certificate.

19.6(2) Preparation. As prescribed for above certificates.

19.6(3) Experience. As required to qualify for the certificate.

19.6(4) Approval for teaching. Any grade or elementary subject, and, if so designated on the certificate, subjects in the ninth grade in which approval standards have been met.

19.7(257) Elementary-secondary supervisor (special subjects or special services).

19.7(1) Certificate.

a. Supervisor's certificate, or professional or permanent professional certificate endorsed for supervision of the special subject or special service concerned.

b. Life validated old-type state certificate on which the teacher has been previously approved as a supervisor in the special subject or special service area concerned.

19.7(2) Preparation. As prescribed for above certificates.

19.7(3) Experience. As required to qualify for the certificate.

19.7(4) Approval for teaching. The special subject concerned at any level.

DIVISION III

HIGH SCHOOL AND JUNIOR COLLEGE TEACHERS

19.8(257) Grades seven through twelve. The specific requirements outlined herein give the approval standards for teachers of various subjects in grades nine through twelve. To be approved for teaching any subject in these grades the teacher must hold a certificate¹ valid for these grades and have the minimum number of college credits specified for each subject. Specific credits in seventh- and eighth-grade subjects taught are not required, except in special subjects and special service areas as outlined in Division IV of this chapter.

19.8(1) Agriculture.

a. *General agriculture.* Ten semester hours in agriculture.

b. *Vocational agriculture.* Completion of a four-year curriculum in an institution² approved by the state board of public instruction and the United States office of education of the department of health, education, and welfare.

19.8(2) Art (see Division IV).

¹In addition to certificates of current issue which state specifically the grades for which they are valid, life validated old-type state certificates on which the teacher has been previously approved continue to be honored.

²Iowa State University, Ames, is the only institution in Iowa which is designated and approved to prepare teachers in vocational agriculture.

19.8(3) Business education. Each teacher to be approved in any subject in the field of business education shall have completed a total of fifteen semester hours in said field and shall also meet the specific requirements for each subject as follows: (a) For approval in bookkeeping, the teacher shall have completed a college course in accounting or its equivalent; (b) for approval in shorthand and typewriting, the teacher shall have completed an advanced college course for credit in each such subject to be taught; (c) for approval in business arithmetic, the teacher shall have met the approval standard either in bookkeeping or mathematics; (d) for approval in business law, the teacher shall have completed a college course in said subject; (e) for approval in office practice, the teacher shall have met the approval standard in typewriting or bookkeeping; (f) for approval in secretarial practice, the teacher shall have met the approval standards in shorthand and typewriting; (g) for approval in general business training, the teacher shall have completed fifteen semester hours in any single business-education course or combination thereof; (h) for approval in additional business subjects such as consumer education, salesmanship, or retailing, the teacher shall have completed some preparation in the subject to be taught.

19.8(4) Distributive education (vocational). Supervisors, co-ordinators, and teachers of distributive education shall have completed a curriculum in business education in an institution³ approved by the state board of public instruction and the United States office of education of the department of health, education, and welfare, and shall have had work experience in the field of business education as set forth in the Iowa state plan for vocational education.

19.8(5) Driver education and safety. Ten semester hours in the field of safety education, including two semester hours in actual behind-the-wheel driving.

19.8(6) English, speech and journalism.

a. *English.* Fifteen semester hours in the field, with specific preparation in each subject taught, except that, provided a teacher has a broad and diversified preparation in the field of at least twenty-four semester hours, he may be approved for teaching all English except that, on and after August 31, 1958, fifteen semester hours shall be required in the English field, with specific preparation required in each English subject taught, except that, provided a teacher has had a broad and diversified preparation in the English field of at least thirty semester hours, he shall be approved for teaching all typical high-school subjects in English and also such additional specialized English courses to which said teacher might be assigned.

b. *Speech and journalism.* Ten semester hours shall be required in the speech field

³The Iowa institutions which are designated and approved for preparing teachers in distributive education are Iowa State University, Ames; University of Northern Iowa, Cedar Falls; and University of Iowa, Iowa City.

except that a teacher who shall have completed fifteen semester hours in the English field shall be approved to teach speech with only six semester hours having been completed by said teacher in the speech field.

Ten semester hours shall be required in the journalism field except that a teacher who shall have completed fifteen semester hours in the English field shall be approved to teach journalism with only six semester hours having been completed by said teacher in the journalism field.

Note: A teacher approved in English is permitted to teach units dealing with speech and journalism in regular English classes to which this teacher is assigned.

Anyone who teaches a separate course in speech or journalism must meet the standards as outlined in "b" above.

19.8(7) Homemaking.

a. General homemaking. Twenty semester hours in homemaking.

b. Vocational homemaking. Completion of a four-year curriculum in home economics education in an institution¹ which has been approved by the state board of public instruction and the United States office of education of the department of health, education, and welfare for the training of teachers in reimbursed programs in home economics.

19.8(8) Industrial arts. Fifteen semester hours in industrial arts, provided the preparation is general.

Note: Fifteen semester hours in mechanical drawing only would not suffice for the approval of a teacher of industrial arts. It would qualify him for teaching mechanical drawing at the secondary-school level.

A certificate valid for teaching industrial arts in elementary-secondary grades is now available in recognition of broad preparation in the field. Such a certificate, or two certificates (one elementary, one secondary), must be held by teachers whose program includes both elementary and secondary pupils.

19.8(9) Languages (exclusive of English). Fifteen semester hours in the language taught. Three semester hours of credit given for two years of high school training in the language taught.

19.8(10) Mathematics. Fifteen semester hours in the field. One semester hour of credit given for advanced algebra, trigonometry, or solid geometry pursued in high school with a maximum of three semester hours.

19.8(11) Music (see Division IV).

19.8(12) Physical education (see Division IV).

19.8(13) Science. Fifteen semester hours in science with some preparation in the subject taught. Teachers will be approved for teaching all sciences if they have twenty-four semester

hours of preparation in the area, including work in physical and biological science except that, on and after August 31, 1958, fifteen semester hours shall be required in the science field and six semester hours shall be required in each science subject taught, except that, provided a teacher has had thirty semester hours of preparation in science including credits in chemistry, physics and biological science, he shall be approved to teach all typical high-school subjects in science.

Note: Teachers will be approved for teaching biology if, in lieu of hours in biology, they present hours in zoology and botany.

Teachers will be approved to teach general science if they present hours in physical science and a biological science background. In any case the total semester hours of science must be fifteen or more.

19.8(14) Social studies. Fifteen semester hours in the field and some preparation in the subject taught, except that, provided a teacher has a broad and diversified preparation in the field of social studies (a total of at least twenty-four semester hours including some hours in history and American government and at least one other subject of the social studies area), he may be approved for all subjects in history and social studies.

On and after August 31, 1958, fifteen semester hours shall be required in the social science field and six semester hours of preparation shall be required in each subject in the social-studies subject taught, except that, provided a teacher has had thirty semester hours of preparation in social science including credits in American history, history other than American, government including American, economics, and sociology, he shall be approved to teach all typical high-school courses offered in history and social studies. Credits in American history and in history other than American shall be included in the minimum of six semester hours required of a teacher for approval to teach world history.

For approval to teach the combination-type course commonly taught in many high schools under titles such as modern problems or problems of American democracy, the teacher shall have completed some college credit classifiable as American history, American government, economics and sociology.

19.8(15) Trade and industrial classes. Instructional staff members in the field of trade and industrial education must meet the requirements as outlined in the Iowa state plan for vocational education. When specific professional training is required, this training must be taken in an institution approved by the state board of public instruction and the United States office of education of the department of health, education, and welfare.

19.9(257) Grades thirteen and fourteen (junior college). Junior college instructors must hold certificates which are valid for teaching in grades thirteen and fourteen.

¹Iowa State University, Ames, is the only institution in Iowa which is designated and approved to prepare teachers in vocational homemaking.

19.9, DEPARTMENTAL RULES

Junior college instructors, those in service as well as additions to the staff, are encouraged to have preparation in junior college philosophy and teaching methods, and in counseling and guidance at the college level.

19.9(1) *Academic fields except those listed under 19.9(2) and 19.9(3) following.* Master's degree from a recognized graduate school and ten semester hours of graduate credit in each of the fields in which instruction is given.

19.9(2) *Special fields.*

a. Art. Master's degree in art from a recognized graduate school; or, in lieu thereof, a certificate valid for teaching art in the elementary-secondary grades.

b. Music. Master's degree in music from a recognized graduate school; or, in lieu thereof, a certificate valid for teaching music in the elementary-secondary grades.

c. Physical education. Master's degree in physical education from a recognized graduate school; or, in lieu thereof, a certificate valid for teaching physical education in elementary-secondary grades.

d. A person serving as librarian for half time or less shall have completed twenty semester hours of preparation in library science; or, in lieu thereof, said person shall hold a certificate endorsed for service as a school librarian; a person serving as librarian for more than half time shall have completed a master's degree in library science, and said person shall hold a certificate endorsed for service as a school librarian.

19.9(3) *Other fields.*

a. Accounting. Master's degree from a recognized graduate school with fifteen semester hours of graduate or undergraduate credit in accounting.

b. Engineering drawing. Bachelor's degree with eight semester hours as is required in a basic curriculum in mechanical engineering.

c. Shorthand and typewriting. Master's degree from a recognized graduate school with either a graduate or an undergraduate major in the field of commerce, and with not less than five semester hours of graduate or undergraduate credit in each of these subjects.

d. Speech. Master's degree from a recognized graduate school with ten semester hours of graduate or undergraduate credit in courses in speech, one-half of which must be in speech, as distinguished from dramatic art.

e. Teacher education. Master's degree from a recognized graduate school with ten semester hours of graduate credit in elementary education.

*f. Terminal or nontransfer courses.*¹ Appropriate preparation for each course taught as determined by the official in the department

¹Where teachers approved for giving instruction in non-transfer courses are not certificated for teaching in junior college (grades thirteen and fourteen), a regulation exists whereby, with the concurrence of the Division of Vocational Education of the Department of Public Instruction, an approval certificate can be issued. For information, write to the Division of Teacher Education and Certification, Department of Public Instruction.

of public instruction who supervises junior colleges.

DIVISION IV SPECIAL SUBJECT TEACHERS

19.10(257) Art, music, industrial arts and physical education. Schools which have a regularly approved special program operating under a fully qualified teacher holding a certificate valid for teaching the special subject in elementary-secondary grades may assign minor activities in the special field to other teachers who, on the basis of preparation and proficiency in the field, may be approved by the regional supervisor provided these teachers are certificated for the level on which they teach. The department of public instruction makes no distinction for approval purposes between physical education and athletics; between curricular and extra-curricular activities; or between credit and noncredit courses. If the teacher directs pupils in any part of the school program, it is assumed that he is paid for such service and he must meet approval standards.

19.10(1) High school only. The teacher of a special subject in high school only or in junior high school only shall hold a certificate valid for teaching at the grade levels involved and shall have completed thirty semester hours of preparation in the special subject. Temporary annual approval will be granted an applicant who has completed fifteen semester hours of work in such special subject, provided that he undertakes to complete an additional fifteen semester hours at an approved institution within a period of three years and furnishes evidence with each annual renewal application that he has completed or is enrolled in five or more semester hours of work in such year.

19.10(2) Elementary grades only. The teacher of a special subject in the elementary grades only shall hold a certificate valid for teaching in the elementary grades and shall have completed preparation in the special subject in the same amount and manner as is required for a high school teacher in 19.10(1).

19.10(3) Both high school and elementary grades. Certificate or certificates valid for general teaching at both the elementary and secondary levels with the number of credits in the special subject concerned as outlined in 19.10(1) and 19.10(2) above; or, in lieu thereof, a certificate valid for teaching the special subject concerned in elementary-secondary grades.

Note: Neither a certificate valid for secondary nor elementary teaching alone is valid in this situation, regardless of the amount of preparation.

19.11(257) Teachers in special service. See chapter 14 for the special service areas in which certification is available. With the exception of librarians and public school health nurses, these special service areas are concerned with the education of exceptional chil-

dren (special education). See Divisions VI and VIII for further comment about librarians and nurses.

Any person who works in the schools in the field of special education must hold appropriate special service certification in order for the program to be approved for reimbursement by the department of public instruction.

DIVISION V ELEMENTARY SCHOOL TEACHERS

19.12(257) Certificate. Teachers in the elementary school must be certificated for the elementary-school teaching. Life validated old-type state certificates on which the teacher has been previously approved for elementary-school teaching are accepted.

First grade uniform county and high school normal training certificates are accepted.

In all other cases, when a certificate is valid for elementary-school teaching, it is so stated on the certificate.

19.13(257) Preparation. As prescribed for the certificate, except that any one of the certificates must be accompanied by at least thirty semester hours of college preparation including eight semester hours in education, three semester hours of which shall be in elementary methods except that, on and after August 31, 1958, one hundred twenty semester hours of preparation including twenty semester hours in education, six semester hours of which shall be in methods of teaching and evaluating pupil progress in the area of instruction included in the elementary-school curriculum shall be required of a teacher for approval; and sixty semester hours of college preparation including eight semester hours in education, three of which shall be in elementary methods, shall be required for temporary approval of a teacher provided that said temporary approval shall be continued for successive one-year terms upon the completion by said teacher of additional preparation yearly equivalent to six semester hours until a bachelor's degree has been secured; and except that on and after August 31, 1960, one hundred twenty semester hours of college preparation and a bachelor's degree including twenty semester hours in education, six semester hours of which shall be in methods of teaching and evaluating pupil progress in the area of instruction included in the elementary-school curriculum shall be required for approval of a teacher.

19.14(257) Experience. None.

19.15(257) Approval for teaching. Any or all of the elementary subjects in kindergarten, and grades one through eight, and subjects in grade nine when the certificate is so endorsed, except the special subjects outside of grades for which the teacher may be completely responsible. [See 19.10(2).]

Note: Teachers now on a temporary approval basis will be continued on such temporary approval as long as they progress toward and until they acquire the thirty semester hours

CERTIFICATION, 19.17

required for regular approval. Superintendents are reminded that no original elementary certificate is now issued for term on less than sixty semester hours of preparation. Approval standards will undoubtedly rise as the certification requirements call for increased preparation. Teachers holding certificates valid for high-school teaching only are not eligible to teach any subject in grades below the seventh.

No cadet teacher or practice teacher of a teacher-training institution shall serve as a substitute teacher unless he holds a valid certificate.

DIVISION VI LIBRARIANS

19.16(257) Certificate. On and after August 31, 1958, a person approved for service as a teacher-librarian for half-time service or less shall hold a certificate valid for either or both elementary- and secondary-school teaching, and also shall have completed nine semester hours in library science, three semester hours in children's literature and three semester hours in methods and materials of audio-visual instruction.

On and after August 31, 1958, a person approved for service as a school librarian devoting more than half time to such service shall hold a certificate endorsed for service as a school librarian in the elementary- and secondary-school grades.

DIVISION VII GUIDANCE

[Rule 19.17(257) was filed by the Board of Public Instruction.]

19.17(257) Qualifications for guidance personnel.

19.17(1) Elementary level. For endorsement or approval as an elementary school guidance counselor, the applicant shall have met the requirements for a professional certificate and, in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the elementary-school level, which program included supervised guidance and counseling experience under the supervision of such institution, or actual experience recognized as the equivalent thereof by such institution. Applicant shall also present evidence of successful teaching experience.

19.17(2) Secondary level. For endorsement or approval as a secondary school guidance counselor, applicant shall have met the requirements for a professional certificate and, in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the secondary level, which program included supervised guidance and counseling experience under the supervision of such institution, or actual experience recognized as the equivalent

19.17, DEPARTMENTAL RULES

thereof by such institution. Applicant shall also present evidence of successful teaching experience.

19.17(3) Elementary-secondary-level. For authorization by endorsement to serve as guidance counselor in kindergarten and in grades one through fourteen, the applicant must possess a current valid professional certificate endorsed for teaching at either the elementary- or secondary-school level and, in addition thereto, must possess a master's degree and have completed an approved graduate program of at least forty-five semester hours for the preparation of guidance counselors, which program may include courses completed in fulfillment of the requirements for said master's degree and shall include supervised counseling experience at both elementary- and secondary-school level. In addition, the applicant shall present evidence of successful teaching experience.

19.17(4) Director of guidance services. For authorization by endorsement to serve as a director of guidance services in kindergarten and grades one through twelve, the applicant must meet the qualifications for a school guidance counselor and, in addition, shall have completed an additional approved graduate program of at least thirty semester hours in guidance and counseling in kindergarten and grades one through twelve and in the administration and supervision of guidance programs. The applicant shall also present evidence of successful practical experience in guidance and counseling at both elementary and secondary level.

[Filed July 17, 1957]

DIVISION VIII

PUBLIC SCHOOL HEALTH NURSES

19.18(257) Requirements. Nurses who teach hygiene and allied subjects must be certificated for public school nursing or for the grade level or levels in which such subjects are taught. It is recommended that public school health nurses—whether they teach hygiene and allied subjects or not—shall have had one year on a staff where qualified public health nursing supervision was given.

Nurses who do no teaching are not required to hold a teacher's certificate, but they must all be registered by the Iowa board of nurse examiners.

DIVISION IX

OTHER SERVICES

19.19(257) Certification. Standards for many other services involving the characteristics expected of the teacher and offered by schools are not yet developed. However, every person having any planning or teaching function to perform in connection with these services is expected to hold a certificate valid for the level at which the service is rendered.

[Filed July 17, 1957; amended October 31, 1967, September 18, 1969]

CHAPTER 20

RECIPROCITY AGREEMENT OF CENTRAL STATES CONFERENCE OF STATE DEPARTMENTS OF EDUCATION

20.1(257) Form of agreement. The state ofhereby agrees, for a period of three years, beginning....., 19..., to issue certificates to applicants from all states which are signatory to this agreement on the following basis:

20.1(1) The processes involved in the issuance of certificates under reciprocity will be administered by the certification officials of the respective state departments of education.

20.1(2) Each teacher receiving a reciprocity certificate will have completed at least a four-year program of teacher education in a college or university recognized, approved, or accredited by the state department of education in the state in which the institution is located and by the National Council for Accreditation of Teacher Education at the time of completion of the program.

20.1(3) Each applicant shall have completed at least one year of successful teaching or eight semester hours' credit during the five-year period immediately preceding the date of application to be eligible for a reciprocity certificate.

20.1(4) Each applicant shall have completed a course in American history or government or some other course of equivalent content.¹

20.1(5) The reciprocity certificate issued shall be valid only for the area or areas of instruction, and at the level or levels of instruction, for which certification was granted by the state from which transfer is to be made.

Minimum field and subject requirements shall be as follows:

a. Twenty-four semester hours in the field, with six semester hours or its equivalent in the particular subject taught:

social science	industrial arts
English	home economics
science	health
business	physical education

b. Twenty-four semester hours in the field—no specific requirements in the subject:
All fine arts other than music.

c. Twenty-four semester hours in the field—fifteen semester hours in the specific subject:
All foreign languages.

d. Eighteen semester hours in the field—no requirement in the specific subject:
All mathematics.

e. Forty-five semester hours in the field—no requirement in the specific subject:
All music.

20.1(6) Each applicant shall have the favorable recommendation of the certification

¹See section 13.15(257) for information regarding the temporary certificate which is available to otherwise qualified applicants who do not have credits in American history or government.

officer of the state from which transfer is made to be eligible for a reciprocity certificate.

20.1(7) Each teacher, in order to obtain a reciprocity certificate shall:

a. Have met the requirements for certification in the state in which the program of teacher education is completed; or

b. Have taught successfully at least one year in the state from which transfer is being made after completing a four-year program of teacher education in any college approved under this agreement.

20.1(8) Certificates suspended or revoked in one state may, within the limits of legal authority, be suspended or revoked in all other states which are signatory to this agreement.

20.1(9) Each applicant for a reciprocity certificate shall comply with all requirements of the receiving state regarding filing of application, fees, age, citizenship, health and other similar requirements.

20.1(10) The reciprocity certificate shall be of a kind and for a term comparable to that granted regularly by the receiving state for the completion of a four-year program of professional preparation to teach classes other than subjects commonly classified as vocational. Emergency, temporary or other types of substandard certificates shall not be issued under the provisions of this agreement. This agreement does not include administrative positions (supervisors, principals, or superintendents).

20.1(11) When participating states have statutory or regulatory requirements which cannot be waived, it is understood that such requirements shall not invalidate the other parts of this agreement, provided they do not exceed six semester hours of college credit.

Note: It is desirable in such cases to issue a temporary certificate, valid for one year, so that reasonable time will be allowed for the applicant to meet these requirements.

20.1(12) Whenever authorized officials from two or more states sign this agreement it shall become effective immediately in such states.

Date....., 19.....

.....
(Signature, chairman, controlling board)

.....
(Address)

and/or

.....
(Signature, chief state school officer)

.....
(Address)

[Filed prior to July 4, 1952]

CHAPTER 21

PROPER EXPENDITURE OF IMPROVEMENT OF INSTRUCTION FUNDS

21.1 Terms defined.

21.2 Reimbursable activities.

21.3 Nonreimbursable items.

21.4 Claims procedure.

21.1(272) Terms defined. In setting up criteria for reimbursement of an improvement of instruction program, it seems logical to state what the term "Improvement of Instruction" shall be considered to mean.

21.1(1) *Improvement of instruction* shall mean that, through the media listed below, teachers shall be so instructed that they in turn shall be expected to improve their own teaching in the classroom; that from this instruction they shall become more proficient in teaching techniques, in specific subject matter taught in their classrooms, in developing skills, in handling children, in organizing classrooms and classroom procedures, in using state handbooks, in making better and wider use of teaching materials, in wise selection of teaching materials, in remedial teaching programs, and in follow-up work after a testing program where testing was done for purposes of diagnosis and remedy.

21.1(2) *Improvement of instruction* shall be differentiated from: Improvement of administration, improvement of organization, improvement of transportation.

21.1(3) *Improvement of instruction* shall be differentiated from: Discussion of teachers' salaries, teachers' group insurance, recruitment of teachers, professional ethics, membership in professional organizations, legislation, or extra-curricular activities.

21.1(4) *Improvement of instruction* shall be differentiated from: A testing program where tests are made purely for survey purposes to satisfy curiosity of local administrators or teachers.

21.1(5) *Improvement of instruction* shall be differentiated from: Speeches of general inspiration, talks by sales persons, talks by representatives of local organizations (in general), and viewing moving pictures of a general recreational nature.

21.2(272) Reimbursable activities.

21.2(1) County institutes.

a. Multiple county institute directed by the department of public instruction.

b. County institute directed by the county superintendent after previous approval of the program by the department of public instruction.

21.2(2) *Study centers.* Directed by the county superintendent and under the leadership of competent speakers, or demonstrators, approved by the department of public instruction, and in which the subject matter shall be the curriculum handbooks prepared by the department of public instruction.

21.2(3) *Workshops.* Directed by the department of public instruction or the county superintendent, and under the leadership of persons previously approved by the department of public instruction for that work.

21.2, DEPARTMENTAL RULES

21.2(4) Testing programs. Directed by the county superintendent as a part of a countywide activity necessary for the proper conduct of a well defined remedial program of instruction.

21.2(5) Supply of handbooks. When purchase is necessary beyond the quota furnished free of charge by the department of public instruction.

21.2(6) Miscellaneous. Any activity or procedure which has previous approval of the supervisor concerned.

21.3(272) Nonreimbursable items. Recognizing that many of the following items may have definite value for teachers, it is yet felt necessary to exclude the expense connected with them from approval for reimbursement.

21.3(1) Speakers on general inspirational themes.

21.3(2) Speakers on topics of general information.

21.3(3) Speakers on teachers' welfare, ethics, organization, or activities.

21.3(4) Speakers at eighth grade commencement exercises.

21.3(5) Speakers, group leaders, or demonstrators drawn from the group concerned with the meeting.

21.3(6) Expenses of instructors to the county superintendents' conferences called by the state department of public instruction.

21.3(7) Expenses of delegates; or the county superintendent, to any conference or meeting.

21.3(8) Materials or literature supplied to the schools for general promotion of good schools.

21.3(9) Any item the major nature of which is administrative.

21.3(10) Tests for purely administrative purposes.

21.3(11) Library or supplementary instructional books and supplies.

21.3(12) Supplies used in a program conducted by the division of special education, or any other division which has its own budget set up for the conduct of its program.

21.3(13) Any item not clearly and directly identified with improvement of instruction as defined above.

21.4(272) Claims procedure. For approval of programs and speakers, study center leaders or demonstrators, confer with the supervisor in charge of your area previous to any final or definite arrangement.

Under the regulations as established by the department all claims must be presented on proper blanks, to be supplied, itemized to show to whom the money was paid and for what service. Itemized claims must be approved by the supervisor.

[Filed prior to July 4, 1952]

TITLE XII TRANSPORTATION

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- 22.2 Special designation.
- 22.3 Changing designations.

DIVISION II BUS ROUTES

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- 22.5 Intercounty routes.
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DIVISION I
DESIGNATIONS

22.1(285) Area designations.

22.1(1) To avoid the necessity for making a new set of designations each July and to conform to the provisions of section 285.4(3), it is necessary that designations be set up on a territorial basis.

22.1(2) The designation form must carry a geographic description of the territory included, rather than a list of the homes involved. Home numbers may be included only when a section is split or divided between two or more receiving schools.

22.1(3) When feasible, the designations shall be set up so as to avoid placing the boundary of the designation area on geographic section lines if a public, traveled road is involved. The area shall be clear cut with definite boundaries.

When the road situation, or the density of population and diversity of choice of school requires it, a designation area boundary line may be approved on a public road.

22.1(4) Separate designation forms shall be used for high school and elementary areas. Use form TR-F-1 for the high school designations. Use form TR-F-2 for the elementary designations.

22.1(5) Elementary designations are not to be made if the school in the district is open. If the school is closed by action of the board prior to July 15 of any year, the designation is to be made as provided in section 285.4(3). If the school is closed after July 15, the designation is to be made as provided in sections 279.16, 279.17, and 285.4 of the Code.

22.1(6) In ascertaining the wishes of the majority of the patrons in regard to the designations, the board shall count only those families with children of school age.

Only those families who are directly involved in the decision are to be counted.

The guiding principle shall be to satisfy the wishes of as many of the patrons as possible while providing a reasonable and legal transportation program.

A district may be split so that it is designated to two or more receiving schools.

22.1(7) Distance between schools shall not be a major factor in determining the boundary of designation areas.

22.2(285) Special designation.

22.2(1) To further implement the principle stated in 22.1(6) above, the special designation (Form TR-F-3) has been set up to provide for families whose homes are in one designation area but who have been sending their children, in the past, to a school in another designation area. The special designation may also be considered by boards to provide for families with curricular or other problems which necessitate sending their children to a school other than that regularly designated.

22.2(2) The special designation covers one family only and should list the family name and home number, also the names of the children.

22.2(3) The special designation covers the family only during the time it remains in the home occupied at the time the designation is made. The home will revert to the original designation when the family moves away. Families moving from one home to another will be expected to send their children to the school to which the new home is designated if transportation aid is desired.

22.2(4) Special designations are to be considered only upon the request of the family or board involved.

22.2(5) Where bus transportation is available the special designation should be limited to homes which are within three-fourths of a mile of the bus route because of the extra expense involved. However, a family may waive the right to compensation for transporting their children beyond three-fourths of a mile to meet a bus.

22.2(6) Designation areas shall be set up so as to require the least possible number of special designations. It is generally not necessary to have special designations on the extreme border of the designation area. Place the boundary line to include these families whenever it can be done without causing bus route difficulties.

22.2(7) Four copies of each designation, both area and special, are to be made up. After official county board action has been taken all copies are to be forwarded to the department of public instruction.

22.3(285) Changing designations.

22.3(1) Either local boards or parents may request a change in existing designations to be effective at the beginning of the next fall term.

22.3(2) Before making a request to the county board for a change the local board shall determine the desires of all the parents of children of school age in the area of proposed

22.3, DEPARTMENTAL RULES

change. A majority of the parents concerned must desire the change.

22.3(3) When parents desire a change of designation they may make written request for the change, on or before July 5, to the president of the local board, stating their reasons for making the request. All interested parents should sign the request.

22.3(4) Parents should be encouraged to take all problems regarding change of designation to their local board of education. If the local board fails to act by July 10, the parents shall file the request for a change directly with the county board on or before July 15.

22.3(5) The local board, in considering the request for change, shall meet in session and permit all parents to be affected by the change to attend the meeting. After all facts have been heard the local board shall either grant or deny the request. The decision must be made on facts presented and must be in accord with legal requirements and restrictions.

The local board shall certify action taken to the county board on or before July 15.

22.3(6) Solicitation by school officials or their representatives in territory designated to another school is prohibited. Parents are to be given opportunity to express their wishes but shall not be subjected to direct solicitation or pressure from outside groups. Requests for changes in designations which come about because of solicitation shall not be approved.

DIVISION II BUS ROUTES

22.4(285) Intracounty routes.

22.4(1) Bus routes within the boundaries of transporting districts as well as within designated areas must be as efficient and economical as possible under existing conditions. Duplication of service facilities shall be avoided insofar as possible.

22.4(2) A route shall provide a load of at least seventy-five percent capacity of the bus.

22.4(3) An official route shall not be so long as to require a high school pupil to ride on the bus more than seventy-five minutes, nor an elementary pupil more than fifty minutes. (These limits may be waived upon request of the parents.)

22.4(4) Pupils whose residence is within two miles of a bus route are within the area served by the bus and are not eligible for parent or private transportation at public expense, to the school served by the bus, except as follows:

a. Bus is fully loaded.

b. Physical handicap makes bus transportation impractical.

22.4(5) Transporting districts shall arrange routes to provide the greatest possible convenience to the pupils. Distance pupils who are required to transport themselves to meet

the bus shall be kept to the minimum consistent with road conditions, uniform standards and legal requirements for locating bus routes.

22.4(6) Bus routes shall not be approved for a school district when such approval will encompass an area within which all students and their parents desire to attend another school, provided that the chosen school can serve the area efficiently.

22.4(7) A bus route may not be extended outside the designated area to give service to a pupil covered by special designation when such extension will cause duplication with the approved route of the other school operating in its own designated area.

22.4(8) In emergency situations, or when road conditions require it, a bus route may be approved temporarily to pass through a portion of an adjoining designation area, provided duplication of bus routes is not caused thereby. Such approval shall be considered very carefully and given only if clearly indicated by the situation. Approval shall be indicated on the bus route map by a broken line.

22.4(9) Transporting school districts shall file application for approval of bus routes with the county board of education not later than August 5.

Such application shall include a written geographical description of the route and a map of the area with the requested route plainly shown thereon. A list of the pupils to be transported, with house numbers and the township in which the homes are located, shall accompany the application. Four copies of estimated cost of transportation (TR-F-13) should also be submitted.

22.5(285) Intercounty routes.

22.5(1) The superintendent of the transporting school district shall submit application for intercounty bus route on form TR-F-22 to his home county superintendent and board of education. The application shall be submitted in quadruplicate and shall include a map of the area accurately picturing the proposed route. Application shall be filed not later than August 5.

22.5(2) Joint consultation shall then be held by the county boards involved. The initial steps may be undertaken by the county superintendents. If there are no difficulties and agreement is reached, the route is approved and no further action need be taken.

22.5(3) If agreement is not reached in the initial attempt the superintendent of the county in which the applying school is located shall advise the superintendent of reasons for failure to reach agreement and request that he revise the application to meet the objection and resubmit same.

22.5(4) If the county boards do not reach agreement on the route, the home county superintendent shall forward complete record of

the case together with disapproved application to the state department of public instruction. Every effort should be made, however, to settle the matter locally.

22.5(5) All legal provisions, standards and regulations applying to approval and operation of bus routes apply equally to inter-county bus routes.

22.5(6) All intercounty bus routes must be approved each year. If there has been no change in the designations, nor in the proposed route, application may be made and agreement indicated by letter.

22.6(285) Bus route conflicts. Bus route controversies shall be settled with reference to the designation area. Except as stated above, bus routes shall not be approved outside the designated area. Pupils covered by special designation will be expected to meet the bus as provided above.

DIVISION III COUNTY BOARD PROCEDURE

22.7(285) Hearing on designations. After receipt of petition from parents requesting change in designation or after receipt of notice of action taken by local boards on request for change of designation, the county board shall set a date for a hearing. All parents and the local board involved should be permitted to be present for the discussion.

After completion of the hearing the county board shall render the decision and notify all parties concerned of the decision within three days of the hearing.

22.8(285) Errors corrected. In areas where corrections are necessary due to errors in the original designations the county board may initiate procedure for making necessary changes. The resulting designation must, however, be in accordance with legal requirements and regulations.

22.9(285) Change in designation. When a change in the designation is approved by the county board, new designations conforming to the new division lines shall be made up.

A note should be attached to the four copies forwarded to the division of transportation listing designations which are superseded and which should be removed from the files.

22.10(285) Instructions furnished. The county superintendent shall supply all school district officials and other interested parties with detailed instructions and information covering procedure to be followed in setting up designations and in affecting changes in designations.

22.11(285) Map furnished. The county superintendent shall supply each district with a map showing designation areas.

22.12(285) Patrons informed. The county superintendent shall make diligent efforts to acquaint all patrons of the county with the details of the transportation program.

DIVISION IV PRIVATE CONTRACTORS

22.13(285) Contract required. All private individuals wishing to transport public school pupils to and from public school in privately owned vehicles must be under contract with the board of education. This will not apply to parents who transport their own children only.

The contract form used shall be that provided by the department of public instruction. (Form TR-F-4-497)

22.14(285) Uniform charge. The contract must provide for a uniform charge for all pupils transported. No differentiations may be made between pupils of different districts except as provided in section 285.1, subsection 12.

22.15(285) Board must be party. The contractor may not arrange with individual families for transportation. The contractor undertakes to transport only those families indicated by the board of education.

22.16(285) Contract with parents. Parents undertaking to transport other children in addition to their own, are private contractors. These parents must be under contract, and must obtain a chauffeur's license and a school bus driver's permit.

22.17(285) Vehicle requirements. Any vehicle used, other than that used by a parent to transport his own children only, is considered to be a school bus and must meet all requirements set up for the type of vehicle used. (This is not intended to restrict the use of passenger cars during the time they are not actually engaged in transporting public school pupils.)

DIVISION V FINANCIAL RECORDS AND REPORTS

22.18(285) Required charges. Full pro rata costs must be charged and collected for the transportation of all nonresident pupils. No differentiation may be made in charges due to differences in distance or grade in school.

22.19(285) Estimated cost report. Form TR-F-13, estimated cost of transportation, must be compiled by transporting districts each year. The form shall be completed in quadruplicate and forwarded to the county superintendent with application for approval of bus route.

After the county board has officially acted upon the report, all four copies are to be forwarded to the department of public instruction.

22.20(285) School-owned buses. All data indicated on Form TR-F-13 must be supplied for school-owned buses.

Contingent expense should in no case be estimated at less than one hundred dollars per bus. For older buses this item should be as high as four hundred dollars.

22.21(285) Contract buses. In case buses are privately owned, only the amount of the contract need be given. This shall be entered in the space provided for driver's salary.

22.22, DEPARTMENTAL RULES

22.22(285) Billing basis. Transportation bills must be based on the current year's costs.

22.23(285) Adjusted billing. The bill to the sending district covering the first semester shall be based on the estimated cost and the estimated amount of state reimbursement.

The bill to the sending district covering the second semester shall be based on the actual cost and the estimated amount of state reimbursement.

The second semester bill must, therefore, make the necessary adjustment arising from any variations between the estimated cost used in the first semester bill and the actual cost as determined at the end of the second semester.

22.24(285) Account corrected. As soon as the actual amount of state reimbursement is known a transporting district may make the necessary corrections in accounts by means of a credit to the sending district on the next transportation bill if the charge was too high or by adding the amount the sending district owes if the charge was too low.

22.25(285) Activity trips deducted. Transporting school districts which use their equipment for activity trips or educational tours must deduct the cost of such trips from the total yearly transportation bill. In other words, such costs may not be included in the pro rata costs which determine the charge to sending districts.

Accurate and complete accounting records must be kept so that the cost of transportation to and from school may be ascertained.

DIVISION VI TRANSPORTATION MAPS

22.26(285) County superintendent. Each county superintendent is responsible for providing up-to-date transportation maps each year to the various districts in the county and to the state department of public instruction.

The regular Iowa highway commission road maps drawn on a scale of one inch to the mile should be used.

22.27(285) Homes numbered. All homes in the county outside of incorporated towns and villages shall be numbered.

22.28(285) Color coding. Designation areas shall be blocked out in light color, using contrasting colors for adjacent areas. All territory outside of high school operating districts shall be included.

22.29(285) Crosshatching. Elementary districts in which the school is open may be indicated on the map by light crosshatching with lines about one-fourth inch apart.

22.30(285) Route markings. All bus routes shall be clearly marked as approved by the county board. The same color shall be used as for the designation area in which the bus operates.

22.31(285) Special designation coding. Special designations may be indicated by a circle

around the home and an arrow pointing to the area in which the school attended is located.

DIVISION VII USE OF SCHOOL BUSES

22.32(285) Permitted uses listed. School buses may be used to transport pupils under the following conditions:

22.32(1) The program is a part of the regular or extracurricular program of a public school and has been so adopted and made a matter of record in the minutes of all the boards involved.

22.32(2) The pupils are enrolled in a public school.

22.32(3) The program or activity must be sponsored by a school or group of schools co-operatively and be under the direct control of a qualified teacher or recreational or playground director of some school district.

a. A regularly certificated teacher must be in charge of the program. Several or all schools may engage the same instructor on a co-operative basis.

b. In transporting pupils to Red Cross swimming classes a superintendent of schools may be designated by his own board as the supervisor or director of the activity and may use the Red Cross instructor to carry on the actual instruction in swimming.

c. If the Red Cross instructor holds a regular teacher's certificate issued by the board of educational examiners, he can be named as general supervisor of the activity by the several schools.

22.32(4) The bus shall be driven by a regularly approved driver holding a chauffeur's license and a school bus driver's permit. In addition thereto, the buses must be accompanied by a member of the faculty of said school who will be responsible for the conduct and general supervision of the pupils on the bus and at the place of the activity. If the faculty member is an approved driver he can act both as a driver and faculty sponsor.

22.33(285) Teacher transportation. Public school teachers who are transported should be included in the average number transported and should be charged the pro rata cost by the transporting district.

The teachers should be included in the list of pupils transported, form TR-F-20-4, and the number of weeks the teacher was transported included in the nonreimbursable column.

DIVISION VIII THE BUS DRIVER

22.34(285) Driver qualifications. General character and emotional stability are qualities which must be given careful consideration by boards of education in the selection of school bus drivers.

22.34(1) Elements that should be considered in setting a character standard are:

a. Reliability or dependability.

b. Initiative, self-reliance, and leadership.

- c. Ability to get along with others.
- d. Freedom from use of undesirable language.
- e. Personal habits of cleanliness.
- f. Moral conduct above reproach.
- g. Honesty.
- h. Freedom from addiction to narcotics or habit-forming drugs.
- i. Freedom from addiction to alcoholic beverages or liquors.

22.35(285) Stability factors. Factors to be considered in determining emotional stability are:

- 22.35(1)** Patience.
- 22.35(2)** Considerateness.
- 22.35(3)** Even temperament.
- 22.35(4)** Calmness under stress.

22.36(285) Driver age. School bus drivers must be at least sixteen years of age, and not more than sixty-five years of age as of August 1 preceding the opening of the school year. The department of public instruction may, at its discretion, waive the upper age limit upon application of the board of education and receipt of evidence of satisfactory physical condition of the driver.

22.37(285) Physical fitness. Applicants for the school bus driver's permit must submit signed physician's statement indicating physical fitness as follows:

22.37(1) Sufficient physical strength to operate the bus effectively.

22.37(2) Possession of full and normal use of both hands, both arms, both feet, and both legs. Amputation of an arm or foot will disqualify the applicant. Amputation of more than two fingers of the hand will disqualify the applicant. In other words, the applicant should have one complete hand, and the thumb and at least two fingers of the other hand to qualify. Individual evaluations will be made for applicants who have parts of fingers missing.

22.37(3) Freedom from any communicable disease, such as tuberculosis.

22.38(285) Tests for tuberculosis.

22.38(1) Types of tests. An applicant for a school bus driver's permit may take either the intradermal tuberculin skin test or a chest X-ray film. If the result of the intradermal tuberculin skin test is positive, however, an X-ray must then be taken. An applicant whose chest X-ray shows any active form of tuberculosis will be rejected. Patch tests are not acceptable for purposes of qualifying for a school bus driver's permit.

22.38(2) Duration of test results. An applicant who has had a negative intradermal tuberculin skin test or a negative chest X-ray within the twelve-month period preceding September 1 of the school year in which the permit is to be issued is not required to be retested within that school year.

22.39(285) Additional fitness requirements. Freedom from mental, nervous, organic, or functional disease; including but not limited to epilepsy, paralysis, insanity, abnormal blood pressure, heart ailments or any disease that may cause a tendency to fainting. Blood pressure in excess of 170 (systolic) and 100 (diastolic) taken in a sitting position, or diabetes, will disqualify the applicant in the absence of a qualified physician's recommendation and satisfactory statement covering the significance of the condition.

22.40(285) Mental fitness. The driver must be mentally alert and of at least normal intelligence.

22.41(285) Vision requirements. The applicant must have at least 20/40 vision in each eye, either normally or after correction. If the vision in one eye is near normal, visual acuity within the limits of 20/60 in the other eye will be acceptable for qualification. If corrective lenses are required to bring vision within the aforesaid limits they must be worn by the licensee at all times when operating the bus. Tunnel or barrel vision will disqualify an applicant. The applicant must have a field of vision of at least 150 degrees. The applicant must have near-normal depth perception and have no color deficiency which would interfere with safe driving.

22.42(285) Hearing requirements. The driver must have sufficient hearing in both ears to be able to hear sirens, whistles, warning bells, signals, and other sounds related to safe operation of school buses. Applicant must meet this requirement without the use of a hearing aid.

22.43(285) Experience. Experience in driving large vehicles, such as trucks or buses, is essential. When student drivers who have not had this experience are selected, the administration must see that they are given this experience in the operation of the school bus before permitting them to transport pupils.

22.44(285) Traffic law knowledge. A thorough knowledge of traffic laws and regulations shall be required of all drivers.

22.45(285) Application form. The school bus driver and the board of education shall submit signed application for the permit upon forms prescribed by the department of public instruction.

22.46(285) Driving record. No driver should be employed until the board has assured itself that the applicant has an acceptable driving record.

DIVISION IX
PURCHASE OF BUSES

22.47(285) Local board procedure. The board of education shall proceed as follows in purchasing school buses:

22.47(1) Obtain a letter of approval of purchase from county board when required.

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22.47(2) Use separate specification and bid request sheets. (The statutes require body and chassis to be bought on separate contracts.)

22.47(3) Notify at least four body and four chassis dealers of intent to purchase school transportation equipment and request bids.

22.47(4) Reserve right to reject all bids.

22.47(5) Require all bids to be on comparable equipment which meets all state requirements and is on list of equipment listed as meeting said requirements.

22.47(6) Hold an open meeting for dealers to present merits of their equipment.

22.47(7) Review bids, tabulate all bids, make a record of action taken.

22.47(8) Sign separate contracts or orders for purchase of body and chassis. Purchase agreement must provide that dealer will deliver equipment which will pass initial state inspection at no further cost to school and further provide that school board shall withhold at least one hundred fifty dollars until vehicle passes initial state inspection.

22.47(9) Notify the state department of public instruction, division of transportation, of purchase and date of delivery so that arrangements can be made for initial inspection. No vehicle can be put into service until inspected, approved, and a seal of approval issued.

22.48(285) Financing. The board of education may finance purchase of transportation equipment as follows:

22.48(1) The board may pay all of the cost of each bus from funds on hand in general fund.

22.48(2) Bonds may be voted to purchase equipment, and funds so derived shall be used for that purpose.

22.49(285) Purchase on installments. The board may purchase buses on contracts.

22.49(1) Contracts for that purpose must be made in duplicate for the purchase of both chassis and bus body. A copy of the resolutions of the board for the purchase of said equipment should be included in the contract. Said contract must provide that at least one-fourth of the cost will be paid on delivery and the balance paid in not to exceed five equal installments on the dates specified with accrued interest due at a rate not to exceed four percent. The number and date of each warrant with the date of payment shall be stated in the contract.

22.49(2) Warrant for down-payment shall be issued when the bus is delivered and shall be cashed at once. No more than five additional warrants, covering the cost of each vehicle purchased, for not to exceed one-fifth of the

balance due and the date of payment on each vehicle, shall be issued at the time of purchase. These additional warrants shall be presented to the treasurer of the district and endorsed "not paid for lack of funds" and shall draw interest at the rate agreed upon but not to exceed four percent. Copies of contracts and a letter of approval from the county board of education for the purchase of bus body and chassis shall be delivered to any bank or person who purchases said warrants and the holder shall present said warrant to the board for payment on the date due as provided in the contract. (See attorney general's opinion of July 25, 1949, to superintendent of public instruction.)

22.50(285) County board approval. Form TR-F-17-4912 shall be used when county board approval is required. If bus is to be paid for over a period of five years, eleven copies of TR-F-17-4912 are necessary.

22.51(285) Details of purchase procedure.

22.51(1) If the contract provides for buying the bus over a five-year period, the board of education will issue six copies of form TR-F-19-4911 per body, and six copies of form TR-F-19-4911 for chassis. One copy each of contract for body and chassis shall be kept for the secretary's files.

22.51(2) Secretary shall issue necessary warrants for meeting terms of contract. At least one warrant must be drawn for the one-fourth down-payment on body and one for the one-fourth down-payment on chassis and not more than five equal warrants drawn for the annual payments on body and not more than five equal warrants drawn for annual payments on chassis.

22.51(3) Said warrants must be drawn in favor of the firm or company selling the respective body and chassis.

22.51(4) Each warrant must have one copy of the contract and one copy of county board approval attached.

22.51(5) Said warrants with contract attached must be presented to treasurer of school district who will stamp said warrants as follows:

"Not paid for lack of funds"
This warrant to be presented
for payment on 19...
or when called for payment.

.....
Treasurer, School District

22.51(6) The person or company who receives these warrants may sign them over to any bank or person with or without recourse as follows:

Pay to the order of
.....
(Name of bank or person)
with or without recourse.
.....
(Name of payee)

22.51(7) Banks or individuals may accept these warrants as herein provided.

DIVISION X
MISCELLANEOUS REQUIREMENTS

22.52(285) Annual inspection. To facilitate the annual inspection program required by statute school district officials shall send their buses to inspection centers as scheduled. The buses shall be driven to and accompanied through the inspection by the regular drivers.

22.53(285) Maintenance record. As a part of the annual inspection program school district officials shall cause the chassis of all buses, whether publicly or privately owned, to be inspected and all necessary repairs made before the opening of the school term each fall. The inspection and repairs shall be recorded on forms prescribed by the department of public instruction. The completed form shall be signed by the mechanic and carried in the glove compartment of the bus.

22.54(285) Drivers' schools. All school bus drivers shall attend classes or schools of instruction when held by the state department of public instruction.

22.55(285) Insurance. The board of education shall carry insurance on all school-owned buses and see that insurance is carried by all contractors engaged in transporting pupils for the district as follows:

22.55(1) Fire-theft-windstorm-comprehensive insurance should be carried on each bus.

22.55(2) Liability insurance. Since bus drivers can be sued for damages for which they are directly responsible, no driver should drive a bus unless fully covered by liability insurance. Since drivers often change during the year, the board of education shall carry insurance on all buses written to protect all approved drivers. Insurance should be carried in the amount of \$100,000-\$300,000 liability and \$10,000 property damage.

22.55(3) Medical care, hospitalization, etc. Since liability insurance does not cover accidents to children caused by other vehicles or from other causes not resulting from carelessness, etc., of the driver of the school bus, medical pay insurance in the amount of at least five hundred dollars per pupil shall be carried.

Both liability and medical care insurance should be bought only for school term of nine months except that if one of the buses is to be used for approved summer activities, insurance for twelve months should be purchased. Collision insurance is not recommended and cannot be charged to cost of transportation.

22.55(4) The Iowa school bus endorsement shall be a part of all school bus policies.

22.56(285) Contract—privately owned buses. The board of education and a contractor who undertakes to transport public school pupils for the board, in privately owned vehicles, shall sign the official contract prescribed by the department of public instruction. The contract shall contain the following provisions:

22.56(1) To furnish and operate at his own expense a legally approved vehicle of transportation (or a legally approved chassis on which may be mounted a school bus body supplied and maintained by the board of education) to and from the school each day beginning on the date set by the board over route as described,

..... transporting only children attending public school designated by the party of the second part.

22.56(2) To comply with all legal and established uniform standards of operation as required by statute or by legally constituted authorities.

22.56(3) To comply with all uniform standards, established for protection of health and safety for pupils transported.

22.56(4) To comply with all rules and regulations adopted by the board of education for the protection of the children, or to govern the conduct of driver of bus.

22.56(5) To keep bus in good mechanical condition and up to standards required by statutes or by legally constituted authorities.

22.56(6) To take school bus to official inspection when held by state authorities with no additional expense to party of second part.

22.56(7) To see that the bus is swept and the windows cleaned each day and that registration plates and all lights are cleaned before each trip. Further, that the bus is washed and the floor swept and scrubbed with a good disinfectant each week. In case of an epidemic he shall wash entire bus with a disinfectant.

22.56(8) To drive the bus himself or to use only drivers and substitute drivers who have been approved by the board of education and have received school bus driver permits.

22.56(9) To furnish the board of education an approved certificate of medical examination for each person who is approved by the board of education to drive the bus.

22.56(10) To attend one county or regional school of instruction for bus drivers when called by state department of public instruction, division of transportation. (If owner does not drive the bus, the regular approved driver of bus shall attend.)

22.56(11) To carry insurance on bus and pupils with Iowa endorsement as part of policy. As follows: Liability \$10,000-\$100,000; property damage \$5,000 and medical care \$500 per pupil. Copy of policy to be filed with superintendent of schools.

22.56(12) To make such reports as may be required by state department of public instruction, county board of education, and superintendent of schools.

22.56(13) That the school bus shall be used only for transporting regularly enrolled students to and from public school and to extracurricular activities approved and designated by the board of education and further

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to comply with all legal restrictions on use of bus.

22.56(14) To obtain, if possible, the registration numbers of all cars violating the school bus passing law, section 321.372 of the Code and file information for prosecution.

22.56(15) Party of second part hereby reserves the right to change routing of the bus and if additional mileage is required it shall be at an extra cost not exceeding \$. per additional mile per month. if shortened

22.56(16) The use of alcoholic beverages or immoral conduct by party of the first part shall automatically cancel this contract as provided in section 321.375 of the Code.

22.56(17) Contract may be terminated on ninety-day notice by either party, section 285.5(4).

22.56(18) Party of first part agrees that, in case he desires to terminate the contract he will sell his school bus to the board of education at their request as provided in section 285.5(1) of the Code. (Does not apply to passenger auto used as school bus.)

22.56(19) It is further agreed that party of second part reserves the right to withhold and retain as property of the board of education two weeks salary pending complete compliance with terms of contract or for being avoidably late.

22.57(285) Contract — district-owned buses. The board of education and a private individual undertaking to transport public school pupils for the board in school-district-owned vehicles shall sign the official contract prescribed by the state department of public instruction. The contract shall contain the following provisions:

22.57(1) To conform to all rules of the board of education in and for said district adopted for the protection of the children and to govern the conduct of the person in charge of said conveyance.

22.57(2) To make such reports as may be required by the state department of public instruction, county board of education, or superintendent of schools.

22.57(3) To conform to all standards for operation of the school buses as required by statute or by legally constituted authorities.

22.57(4) To take bus to school bus inspections when held under auspices of the division of transportation, department of public instruction, without further cost to the board.

22.57(5) To attend a county or regional school of instruction for bus drivers when called by the state department of public instruction, division of transportation.

22.57(6) That the party of the second part can terminate this contract and dismiss the party of the first part for any inattention to duty, use of intoxicating liquors, immoral conduct, incompetency, or for any other good cause.

22.57(7) That this contract shall not be in force until driver presents official school bus driver permit.

22.58(285) Accident reports. The superintendent of schools shall make a report to the division of transportation, department of public instruction, on any accident involving any vehicle in use as a school bus. The driver of the bus shall co-operate with the superintendent in making such report. The report shall be made on the department of public safety Form D-48, "Driver's Confidential Report of Motor Vehicle Accident, State of Iowa."

22.59(285) Railroad crossings. The driver of any school bus shall bring the bus to a complete stop at all railroad crossings, as required in section 321.343 of the Code, regardless of whether or not there are any pupils in the bus, and regardless of whether or not there is an automatic signal at the crossing.

22.60(285) Stopping on highway.

22.60(1) A school bus shall not stop to load or unload pupils at any point on a primary highway where the clear vision distance in either direction is less than one thousand feet.

22.60(2) On a secondary highway the clear vision distance shall be at least seven hundred feet in each direction.

22.60(3) No scheduled stop shall be made in a "no passing" zone.

22.61(285) Civil defense projects. Civil defense projects may be recognized by the board of directors of any school district as an authorized extracurricular activity under the following conditions:

22.61(1) Such activity may take the form of, but need not be restricted to:

a. First-aid classes.

b. Study and distribution of materials relating to community survival, fallout shelters, radiation detection, and other pertinent disaster measures.

c. Exercises and field trips related to the above matters.

d. Co-operation with local, state, and national authorities, both civil and military, and interested organizations, in carrying out civil defense exercises and in planning and making preparations for passive defense in time of actual emergency.

22.61(2) The use of school buses for field trips and exercises, and the planned use of school buses in connection with actual emergency procedures to be carried on in co-operation with local, state, or national authorities, civil or military, is hereby defined as properly incident to such authorized extracurricular activity.

22.61(3) All such projects, except an actual emergency operation where time is of the essence, shall have prior approval of the state department of public instruction.

22.61(4) The bus shall be driven by an approved driver holding a chauffeur's license and a regular school bus driver's permit ex-

cept that in actual emergency situations, where regular drivers are not available, certain other drivers, including students and teachers, may be used providing the following conditions are met:

The driver shall:

a. Be approved by the local board of education.

b. Be at least sixteen years of age and not more than sixty-five years of age, be physically and mentally competent, and not possess personal or moral habits which would be detrimental to the best interests of the safety and welfare of the children transported.

c. Have an emergency school bus driver's permit issued by the state department of public instruction.

22.61(5) To qualify for this special permit, the applicant must pass a physical examination which shall indicate the following:

a. Sufficient physical strength to handle the bus with care.

b. Possession of full and normal use of both hands, both arms, both feet, and both legs. Amputation of an arm or foot will disqualify the applicant. Amputation of more than two fingers of the hand will disqualify the applicant. In other words, the applicant should have one complete hand, and the thumb and at least two fingers of the other hand to qualify. Individual evaluations will be made for applicants who have parts of fingers missing.

c. Freedom from mental, nervous, organic, or functional disease such as epilepsy, paralysis, insanity, diabetes, abnormal blood pressure, heart ailments or any disease that may cause a tendency to fainting. Blood pressure in excess of one hundred seventy (systolic) and one hundred (diastolic) taken in a sitting position will disqualify the applicant in the absence of a qualified physician's recommendation and satisfactory statement covering significance of high pressure.

d. At least 20/40 vision in each eye, either normally or after correction. If one eye is near normal, visual acuity within the limits of 20/100 in the other eye is permissible. If glasses are required to bring the vision within above limits, the glasses must be worn at all times when driving the bus. Persons with tunnel or barrel vision may not be used. The driver must have near normal depth perception. Color blindness in a driver is undesirable.

e. Sufficient hearing in both ears to be able to hear sirens, whistles, warning bells, signals, and other sounds related to safe operation of school buses. Applicant must meet this requirement without the use of a hearing aid.

[Filed June 2, 1961; amended April 30, 1962, July 12, 1962, May 10, 1966]

CHAPTER 23

THE SCHOOL BUS

23.1 Requirements for manufacturers.

23.2 The school bus chassis.

23.3 The school bus body.

23.4 Small vehicles.

23.1(285) Requirements for manufacturers. In order to protect both the boards of education and distributors from misunderstanding and confusion, all manufacturers shall:

23.1(1) Submit specifications to division of transportation, department of public instruction, for all models of equipment that are to be offered for sale in Iowa. Notice of approved equipment will be made available to all schools. Certification of models as approved will be given to manufacturers.

23.1(2) File with transportation a statement of list price of approved models including equipment needed to meet state requirements.

23.1(3) On special equipment obtain approval of state department of public instruction before using on or in buses. This shall apply to such special equipment as:

a. First-aid kits.

b. Fire extinguishers.

c. Flashing stop warning lights and switch.

d. Directional signal lights.

e. Stop signal arm.

f. Assistor brake equipment.

g. Heaters.

h. Reflectors.

23.1(4) Be sure buses are bought according to established procedures and legal provisions for purchasing school transportation equipment.

23.2(285) The school bus chassis. Minimum standards for the school bus chassis shall be those recommended at pages 13 to 28, inclusive, of *Minimum Standards for School Buses*, 1964 Revised Edition, by the National Conference on School Transportation, administered by the National Commission on Safety Education, and published by the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. 20036, except as may be otherwise provided by statute and except as follows.

23.2(1) Air cleaner. In addition to meeting the nationally recommended minimum standards hereinabove adopted, the air cleaner shall be so designed and located as to prevent intake of water from cowl drainage or runoff.

23.2(2) Battery.

a. The storage battery as established by the manufacturer's rating shall be of sufficient capacity to efficiently care for the starting, lighting, signal devices, heating, defrosting, and other electrical equipment. The battery shall be mounted on a sliding battery tray in a special compartment located in the body skirt, or in the engine compartment under the hood in an accessible place.

b. When the battery is mounted in a special compartment located in the body skirt it shall have a rating of not less than one hundred fifty ampere hours at twelve volts measured at twenty-hour rate.

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c. The battery, when it is mounted in the engine compartment under the hood, shall have a minimum ampere-hour rating of eighty-five amperes. The battery rack shall be of such size that it will accommodate a ninety-ampere hour battery of maximum size. The use of two six-volt batteries is permissible, but when used, they shall be rated at a minimum of one hundred fifty ampere hours.

d. When the battery is to be mounted outside of the engine compartment, it may be temporarily mounted to the chassis. The body company will permanently mount the battery on a sliding tray located so that the center line of the battery is fifty-two inches back of the cowl. One-piece battery cables shall be provided by the chassis manufacturer; such cables are to be at least thirty-six inches longer than normally required, to accommodate the battery when it is located fifty-two inches to the rear of the cowl. The battery cable, if passed through holes in the metal, shall be protected by nonmetallic grommets. All retaining clips or fastening devices for the battery cables must be insulated.

e. No small vehicle shall be equipped with a battery of less than seventy ampere hours at twelve volts, measured at twenty-hour rate.

23.2(3) Bumper, front. In addition to meeting the nationally recommended minimum standards hereinabove adopted, the front bumper shall be "heavy-duty" type and be curved or beveled at each end so as to prevent snagging or hooking.

23.2(4) Color. The chassis including front bumper, fenders and wheels shall be black. The hood and cowl shall be national school bus chrome. The grille shall be either black or national school bus chrome.

23.2(5) Alternator. In addition to meeting the nationally recommended minimum standards hereinabove adopted, the alternator, except in the case of small vehicles, shall have a minimum output of one hundred amperes with a minimum charging rate of twenty amperes at manufacturer's recommended idle speed.

For small vehicles the generator or alternator with rectifier shall have a minimum output of forty amperes with twelve-volt system and shall be ventilated and voltage controlled and, if necessary, current controlled.

23.2(6) Horn. In addition to meeting the nationally recommended minimum standards hereinabove adopted, the bus shall be equipped with dual horns with each having a sound level of one hundred twenty decibels.

23.2(7) Instruments. The bus shall be equipped with instruments, as provided in the nationally recommended minimum standards hereinabove adopted, except that a voltmeter shall be substituted in place of an ammeter.

23.2(8) Tires and rims. In addition to meeting the nationally recommended mini-

mum standards hereinabove adopted, on equipment now in operation, recapped tires may be used as replacements for use on rear wheels only providing the tires are guaranteed by the seller.

23.2(9) Tow hooks. The bus shall be equipped with one front heavy duty center mounted tow hook, adequately secured to the frame rails with braces, or two tow hooks fastened securely to the front end of the frame. Tow hooks on the rear are optional. If provided, however, they shall not protrude beyond outer edge of rear bumper.

23.2(10) Voltage regulator. The bus electrical system shall include a voltage regulator of a repairable type. Such regulator shall be of the full-transistor variety except for the field relay which may be either a solid state or controlled contact unit. The regulator shall have readily accessible external adjustment.

23.3(285) The school bus body. Minimum standards for the school bus body shall be those recommended at pages 29 to 53, inclusive, of *Minimum Standards for School Buses*, 1964 Revised Edition, by the National Conference on School Transportation, administered by the National Commission on Safety Education, and published by the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C., except as may be otherwise provided by statute and except as follows:

23.3(1) Ax. The bus shall be equipped with a short hand ax with approximately a two-pound head and an eighteen-inch shank, mounted in a position accessible to the driver.

23.3(2) Body sizes. The bus shall meet the specifications as provided in the nationally recommended minimum standards hereinabove adopted, except that small vehicles may vary in capacity up to twenty pupils.

23.3(3) Color. The school bus body, including roof, shall be uniformly painted in the color, national school bus chrome, in accordance with specifications disseminated by the general services administration of the United States government. The rear bumper, all lettering, and body trim if used, shall be black.

23.3(4) Defrosters and heaters shall be required.

a. The defrosters shall be of sufficient capacity to keep the windshield, window to left of driver, and glass in entrance door clear of fog, frost, and snow.

b. The defrosters shall have separate all-metal fans which secure air directly from the heater core and the air mixture shall be at least sixty percent fresh air.

c. The defroster units shall be driver controlled and regulated, operating independently through their own duct system.

d. In addition, two adjustable six-inch all-metal or polycarbonate resin defroster fans shall be installed. The fans shall have a minimum of four blades and be equipped with ade-

quate guards. Each unit shall be independently adjustable and operated by the driver. These fans shall be on a separate circuit, with a switch for each fan, and be capable of two-speed operation.

23.3(5) Service door. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to service doors, a header pad of approximately eighteen inches in width shall be installed directly within and above the service door opening and shall extend horizontally between the vertical sides of the service door opening to within three inches of each such vertical side. A power operated door must provide for manual operation in case of power failure. If understep-type door control is used, it must be completely enclosed. There shall be no security type of lock, or locking device, installed on the service door.

23.3(6) Emergency door. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to emergency doors, the lower portion of the emergency door shall be equipped with approved safety glass, exposed area of which shall not be less than three hundred square inches. There shall be no security type of lock, or locking device, installed on the emergency door. The emergency door shall be equipped with a heavy duty metal doorstop and hold bracket or two heavy duty straps to prevent the door from striking lamps when it is open.

23.3(7) Fire extinguisher.

a. The bus shall be equipped with one dry chemical type fire extinguisher of five-pound capacity or two dry chemical type fire extinguishers of at least two and one-half pound capacity each, mounted in extinguisher manufacturer's bracket of automotive type, and located in the driver's compartment in full view of and readily accessible to the driver.

b. Each fire extinguisher shall have a minimum rating of 8-B:C and shall have a pressure gauge or indicator installed on it.

c. Each extinguisher shall meet the applicable standards prescribed by a testing organization of national reputation which undertakes to test and provide standards for extinguisher equipment. The testing laboratory must be one that is recognized by the Iowa state fire marshal. Each extinguisher shall bear the label of the testing laboratory.

23.3(8) First-aid kit.

a. The bus shall carry a grade "A" metal first-aid kit and shall either be mounted in full view or the location of the kit labeled so any driver will know where to find it. The kit shall be accessible to the driver and mounted in such manner that it can be removed from the bus if necessary.

b. First-aid kits must be approved by the state department of public instruction.

c. Sizes required for buses:

Ten unit kit required in all vehicles carrying less than twenty passengers.

Sixteen unit kit required in all buses carrying twenty to thirty passengers.

Twenty-four unit kit required in all buses carrying thirty-one to forty-eight passengers.

Thirty-six unit kit required in all buses carrying forty-nine or more passengers.

ITEM	10-unit	16-unit	24-unit	36-unit
1" Adhesive Compress	—	1	1	2
2" Bandage Compress	1	1	2	2
3" Bandage Compress	—	1	2	2
4" Bandage Compress	1	1	2	2
3" x 3" Plain Gauze Pads (Dressings)	1	1	1	4
Gauze Roller Bandage	1	1	2	4
Plain Absorbent Gauze 2 pieces; (18" x 36")	1	2	4	6
Plain Absorbent Gauze (24" x 72")	1	2	3	5
Triangular Bandages	1	3	4	6
Tourniquet	1	1	1	1
Band Aids (Packet)	1	1	1	1
Wire Splint	1	1	1	1

23.3(9) Flags. Three sixteen-inch red flags and means for roadside mounting shall be located in an accessible place near driver.

23.3(10) Flares. Each bus shall be equipped with three red reflector type flares. (Oil type flares are not acceptable.) Flares must be mounted in an accessible place near driver.

23.3(11) Fusees. Each bus shall be equipped with three thirty-minute stand-up fusees stored in a canister with a lid. The canister is to be mounted in an accessible place near the driver.

23.3(12) Floor covering. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to floor covering, cove molding shall be used along the side walls and rear corners, and all floor seam separations shall be covered with durable metal stripping.

23.3(13) Gasoline fill cap cover. The gasoline fill cap opening in the body skirt shall be equipped with a hinged cover held closed by a spring or other conveniently operated device.

23.3(14) Identification. In addition to meeting the nationally recommended minimum standards, except minimum standard 3, hereinabove adopted, identification shall conform to the following requirements:

a. The bus, whether school owned or privately owned, shall bear the official name of the school on each side in black standard unshaded letters, at least five inches but not more than seven inches high.

Examples: (1) Blank Community School District

(2) Blank Independent School District

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- (3) Blank Consolidated School District
- (4) Blank Township School District

If there is insufficient space due to the length of the name of the school district, the words Community, Independent, Consolidated, Township and District may be abbreviated.

b. The rated pupil seating capacity of the bus shall be printed to the left of the entrance door, approximately six inches below the name of the school district, in two-inch characters. The word "capacity" may be abbreviated. For example: Rated Cap. 48.

c. The number of the bus shall be printed in not less than five-inch nor more than eight-inch characters. The location of the number is at the discretion of the local district except that the number of the bus shall not be on the same line as the name of the school district.

d. Privately owned buses shall also bear the name of the owner, followed by the word "OWNER" in one and one-half inch characters printed approximately six inches below the bus capacity on the right side of the bus.

e. The rated seating capacity of the bus shall also be printed above the right windshield on the inside of the bus.

f. Decals for any lettering on the bus in lieu of painting are not acceptable with the exception that the label on the inside of the emergency door to indicate how it operates may be a decal.

23.3(15) Insulation. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to insulation, all insulation shall be so firmly installed that it will retain its original position. Plywood may be used for floor insulation.

23.3(16) Lamps and signals.

a. *General.* All lamps and their installation shall conform to the current standards and recommendations of the Society of Automotive Engineers. All lamps and reflectors must be approved by the Iowa commissioner of public safety.

b. Head lamps.

(1) The bus shall be equipped with a minimum of two sealed-beam head lamps of proper intensity and fuses or circuit breakers.

(2) There shall be a manually operated foot switch for selection of high or low beam distribution of these headlights.

c. *Clearance lights.* The body shall be equipped with two red clearance lamps at the rear and two amber clearance lights at the front mounted at the highest and widest portion of the body.

d. *Identification lights.* The bus shall be equipped with three amber identification lights on the front and three identification lights on the rear. Each such group shall be evenly spaced not less than six nor more than twelve

inches apart along a horizontal line near the top of the vehicle.

e. Reflectors.

(1) The bus shall be equipped with two amber reflectors, one on each side at the lower front and corner of the body approximately at floor level and back of the door on the right side, and at a similar location on the left side.

(2) The bus shall be equipped with four red reflectors; one at each side at or near the rear; and two on the rear, one at each side.

(3) The reflectors are to be mounted at a height not to exceed forty-two inches nor less than twenty inches above the ground on which the vehicle stands.

f. Tail and stop (brake) lamps.

(1) Bus shall be equipped with two tail lamps and two stop (brake) lamps not in combination, emitting red light plainly visible for distance of five hundred feet to rear. Signal area of stop (brake) lamps shall be at least six inches in diameter and shall have light intensity at least equal to Class "A", Type "I" turn-signal units as established by Society of Automotive Engineers.

(2) Tail lamps shall be mounted not less than forty inches from surface on which vehicle stands. Stop (brake) lamps shall be as high as practicable but below window line, and spaced as far apart laterally as practicable but not less than three feet. Measurements shall be taken from lamp centers.

(3) The lens on these lamps shall be free of lettering except for manufacturer's markings.

g. *Interior lights.* Interior lights shall be provided which adequately illuminate the interior aisles and step-well.

h. *Registration plate lamp.* The bus shall be equipped with a rear registration plate illuminator. This lamp may be combined with one of the tail lamps.

i. *Warning signal lights.* School bus warning signal lamps are alternately flashing lamps at the same horizontal level, intended to identify the vehicle as a school bus, and to inform other users of the highway that such vehicle is about to stop, or is stopped, to take on or discharge school children. Requirements for such lights, as used on school buses, shall be as follows:

(1) All school buses shall be equipped with two alternately flashing red lights at the rear of the vehicle and two double lamp assemblies at the front of the vehicle; two of these front lamps shall display an amber light and the remaining two shall display a red light. These shall be sealed-beam units.

(2) Right and left lights shall flash alternately. Each light shall flash not less than sixty nor more than one hundred twenty flashes per minute.

(3) The flashing stop warning lights are to have a signal area of not less than twenty-eight square inches per lens. There

shall be no lettering, except manufacturer's markings, on the lens. The lamps shall give a distinct warning illumination of entire lens area when lighted for a distance of five hundred feet when the bus is in bright sunlight.

(4) The lens color and wiring must conform to S.A.E. specifications.

(5) The entire lamp assembly must meet S.A.E. specifications and successfully pass vibration and shock, moisture, dust, corrosion and photometric tests.

(6) The flashing warning signal lights shall be actuated manually with a switch mounted on the steering column. The switch shall have three positions: Position one—when switch lever is horizontal, all lamps shall be off; Position two—when switch lever is down, front amber and rear red lamps shall flash; Position three—when switch lever is up, front red and rear red lamps shall flash.

(7) The switch shall have two telltale or indicator lights; one shall show amber light when the switch is in position two, and the other shall show red light when the switch is in position three.

(8) The red lamps shall be mounted on the outer side of the amber lamps in the front assembly. Each signal lamp shall be mounted with its axis substantially parallel to the longitudinal axis of the vehicle. The front and rear signal lamps shall be spaced as far apart laterally as practicable, but in no case shall the spacing between lamp centers be less than forty inches. The signal lamps shall be mounted at the front on the same horizontal center line and above the windshield, and at the rear on the same horizontal center line so that the lower edge of the lens is not lower than the top line of the side window opening. The vision of the front signal lamps to the rear shall be unobstructed by any part of the vehicle from five degrees above to ten degrees below horizontal and from thirty degrees to the right and thirty degrees to the left of the center line of the vehicle. The area around the lens of each alternately flashing signal lamp and extending outward approximately three inches shall be painted black. In installations where there is no flat vertical portion of the body immediately surrounding entire lens of lamp, a circular or square band of black approximately three inches wide, immediately below and to both sides of the lens, shall be painted on the body or roof area against which signal lamp is seen from distance of five hundred feet along the axis of vehicle. Each lamp shall be mounted with its aiming plane vertical and normal to the vehicle axis.

(9) All new school buses sold within the state of Iowa from and after the effective date of this subparagraph, in lieu of meeting the specifications set forth in subparagraphs (1) through (8) hereof, shall be equipped with warning signal lamps as follows:

All such school buses shall be equipped with four alternately-flashing warning lamps at the

front and four alternately-flashing warning lamps at the rear of the bus. Two of each of said sets of four lamps shall be amber in color and two shall be red in color. Said lamps shall conform to the Society of Automotive Engineers Standard "J887, July, 1964", except that the candlepower requirement shall be two and one-half times that specified in said standard.

Installation of said lamps shall conform to said standard except that an amber signal lamp shall be located adjacent to each red signal lamp, at the same level, and at the side of the red signal lamp nearer the vertical center line of the bus. As a further exception to said standard, the system of red and amber signal lamps shall be so wired that the amber signal lamps are energized manually; and the red signal lamps are energized automatically and the amber signal lamps are de-energized automatically when the bus entrance door is opened.

The switch to actuate the amber lamps shall be installed within easy reach of the hands of the bus driver. Two indicator lights shall be located within view of the driver, one of which shall show an amber light when the amber signal lamps are flashing and the other of which shall show a red light when the red signal lamps are flashing.

The area of the bus body around the lens of each flashing signal lamp and extending outward for at least three inches shall be painted black.

j. Turn signal units. An electric direction signal lamp for school buses is a device for giving a flashing warning light to the front and to the rear of a school bus to indicate to approaching and overtaking motor vehicles the intention of the bus operator to change direction. Requirements for such devices, as used on school buses, shall be as follows:

(1) The bus shall be equipped with four class "A" amber flashing turn signal lamps that meet the specifications of the Society of Automotive Engineers. These signals must be independent units and may be equipped with a four-way hazard warning switch to cause simultaneous flashing of the turn signal lamps when needed as a vehicular traffic hazard warning. Telltale or indicator lights plainly visible to operator shall be provided to indicate that each signal is functioning properly.

(2) The illuminated signal area of the lamp shall be in the form of an amber arrow with head and shaft or arrowhead only. The luminous area shall be not less than twelve square inches. The area of the lamp face surrounding the luminous area shall be black. This may be a metal shield painted dull black or a vitreous black enamel applied to the lens itself.

(3) The lens coloring and wiring must conform to S.A.E. specifications.

(4) The flashing rate for turn signal lamps shall be no slower than sixty and no

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faster than one hundred twenty times per minute under normal operating conditions. The "on" period of flasher shall be long enough to permit bulb filament to come to full brightness.

(5) The entire lamp assembly must meet S.A.E. specifications and successfully pass vibration and shock, moisture, dust, corrosion and photometric tests.

(6) Each turn signal lamp shall be mounted with its axis substantially parallel to longitudinal axis of vehicle. Rear lamps shall be mounted as near to the right and left side of bus as possible but in no case shall outer edge of lamps be more than ten inches from outer body width line. They shall be mounted below rear windows but in no case shall distance from top edge of lamp to lower edge of window exceed five inches. Front lamps shall be mounted either on top of each front fender or on cowl. If mounted on cowl, distance from top edge of lamp to lower windshield line shall not exceed five inches. Mounting brackets or hoods for both front and rear lamps shall be of sufficient strength to withstand normal vibration. Those for rear lamps shall be streamlined to body to prevent hitching of rides.

k. *Supervisor's light.* The rearmost ceiling light or a separate light may be used as a supervisor's light. This light shall have a separate switch controlled by the driver so he may have this light on when traveling after sunset.

23.3(17) Mirrors. In addition to meeting the nationally recommended minimum standards hereinabove adopted, as the same relate to mirrors, a cross-view mirror of at least four inches in diameter shall be installed on the bus in such a manner that the seated driver may observe the area in front of the bus which could not otherwise be viewed from his position.

23.3(18) Seat belt for driver. A seat belt for the driver shall be provided, and shall be fastened to the bus floor immediately behind the driver's seat when adjusted to its rearmost position. Both the right and left half of this seat belt shall be equipped with a retractor and shall be held by a metal strap or loop of substantial material securely fastened to the seat frame in a manner that will keep the belt off the floor. All seat belts require special approval of the Iowa state commissioner of public safety.

23.3(19) Seats. In addition to meeting the nationally recommended minimum standards hereinabove adopted, seats shall meet the following requirements:

a. The backs of all seats of similar size shall be of the same width at the top and of the same height from the floor and shall slant at same angle with the floor. Backs of seats shall be free of coat rails.

b. The tops of back rests shall be not less than thirty-three and not more than forty-five inches above the floor level except that

tops of back rests on rear seats shall not be above bottom edge of rear windows.

c. The seat cushions shall be securely attached to the seat frames with a positive type retainer to keep the cushion from being completely dislodged from the seat frame if the bus overturns. The retainer should be secured to the front rail of the seat frame so the cushion can be raised for cleaning purposes. Spring clips do not meet this requirement.

d. Where beading is used it shall be double sewn in all seams to assure less splitting from flexing.

e. All seats shall be securely fastened with bolts and nuts with lock washers on that part or parts of the bus which support them.

f. The spacing of fiber glass seats shall be on a "knee space" basis with a minimum requirement of twenty-five inches between seats.

23.3(20) Seats in small vehicles. For small vehicles the following standards for seats apply in lieu of those in 23.3(19):

a. All seats shall be securely fastened to the body of the vehicle.

b. The seats shall be covered with fire-resistant padding material and comfortably upholstered with adequate padding. (Not applicable to fiber glass seats.)

c. Jump seats or portable seats shall not be used.

d. The seat beside the driver, if regular equipment or installed by vehicle manufacturer, may be used for pupil seating. It shall be securely fastened to the body and shall be so constructed as not to interfere with pupils entering or leaving the vehicle.

e. The allowable average rump width in determining the rated seating capacity of the bus shall be thirteen inches.

f. All seats shall be at least fourteen inches in over-all depth.

g. All seats shall be forward facing.

23.3(21) Seat rail padding.

a. The top seat rail of all school bus seats (except the two rear seats on either side), the crossbar back of the driver's seat on the left-hand side, and the top modesty panel cross bar on the right-hand side shall be covered with padding sufficient to minimize facial injury in case of impact.

b. The seat rail and crossbar padding shall be semidense sponge rubber or other shock absorbing material with similar resilient characteristics. The padding shall have a minimum nondepressed thickness of one inch.

c. The seat rail padding shall cover all of that part of the top seat rail likely to be struck by the heads or faces of pupils sitting back of it if they are thrown forward by impact.

d. The seat rail padding shall be covered with and held in place by a covering made of

the same material used to cover the padding of the seat cushion. The seat rail padding cover shall be securely attached to the seat back.

23.3(22) Steps. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to steps, the surface of the steps shall be of non-skid rubber with ribbed tread and contrasting colored nosing. A full length assist rail shall be provided in an unobstructed location inside doorway.

23.3(23) Stop signal arm.

a. The stop signal arm shall be a flat eighteen-inch octagon, exclusive of brackets for mounting.

b. The arm shall be constructed of aluminum alloy with a minimum gauge of .080, and temper of 5052-H34 or equivalent.

c. It shall have the word "Stop" printed on both sides in white letters at least six inches high, with a brush stroke of approximately seven-eighths inch width, on a bright red background; the outer edge shall be painted white one-half inch wide.

d. The colors shall conform to the colors shown and specified in the American Association of State Highway Officials Manual for Signing and Pavement Marking of the National System of Interstate and Defense Highway, dated 1961 or latest issue. In addition, the colors shall be the same in daylight and at night under artificial headlight illumination. Reflective sheeting shall be uniform in color and reflectivity.

e. The entire sign, including letters, shall be reflectorized with "SCOTCHLITE" or equivalent, and must not lose over twenty percent of reflectivity when wet.

f. The sign shall be mounted outside the bus on the left side opposite the driver and immediately below the window. Rubber spacers shall be installed on either the side of the bus or the stop arm so as to prevent sign from making abrasive contact with the side of the bus.

g. It shall have a driver controlled mechanism, either manual or mechanical (vacuum), which will positively hold the sign in an extended or retracted position to prevent whipping in the wind. (Gears are not acceptable.)

h. An additional vacuum reserve tank with check valve is required for vacuum controlled arm.

i. The control mechanism must be mounted so the driver will remain in normal driving position while operating the stop signal arm.

j. All stop signal arms, including the mechanism, must have special approval of the state department of public instruction.

23.3(24) Storage compartment. A metal container of adequate strength and capacity for the storage of tire chains, tow chains and such tools as may be necessary for minor

emergency repairs while bus is enroute shall be provided. Such storage container may be located either inside or outside the passenger compartment but, if inside, it shall have cover other than the seat cushion and be securely fastened to floor or seat frame. The container must have a latch to keep the cover securely fastened to it in such a manner as to prevent the contents from spilling in case the bus overturns.

23.3(25) Sun shield. There shall be installed on the windshield header an interior sun visor which is double bracketed, adjustable and not less than six inches wide and thirty inches long.

23.3(26) Ventilation. Static type exhaust roof ventilators, nonclosing type, shall be installed in low pressure area of the front roof panel.

Exception—small vehicles.

This standard does not apply to small vehicles not manufactured specifically as school buses.

23.3(27) Windshields and windows. In addition to meeting the nationally recommended minimum standards, hereinabove adopted, as the same relate to windshields and windows, when full drop windows are used they must be blocked so that when in a down position, the opening between the window header and top of glass is not more than nine inches.

23.3(28) Windshield washers. The bus shall be equipped with windshield washers which shall conform to the body manufacturer's recommendations as to type and size for the bus on which they are to be used.

23.3(29) Windshield wipers.

a. The bus shall be equipped with two positive-action, variable-speed windshield wipers of air or electric type. All wipers by design and installation shall provide desirable vision for the driver.

b. Two separate heavy-duty motors, with separate switches, shall be provided and equipped with blades of sufficient length to clear the windshield glass in the driver's direct view.

c. The windshield wiper blades and arms shall be of the heavy-duty type. The blades must be at least fourteen inches in length.

d. All wiper controls shall be located within easy reach of the driver and designed, when in stop position, to move blades from the driver's direct view.

23.4(285) Small vehicles. "Small vehicles" are hereby defined, for purposes of these rules, as vehicles of less than twenty passenger capacity, and shall meet the following requirements.

23.4(1) Passenger cars, station wagons, and similar vehicles. Passenger cars, station wagons, carryalls, and similar vehicles may be used for lawful transportation of school pupils,

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but may not stop on the traveled portion of the road to pick up and discharge such pupils, when said vehicles comply with the following requirements:

a. The vehicle must be of closed body type.

b. Passenger cars must be full size.

c. Body must be all steel or of a metal at least equivalent in strength to steel.

d. Vehicle must be equipped with:

(1) Four-wheel brakes properly adjusted to efficiently stop car when fully loaded.

(2) Hand brake adequate to hold vehicle when stopped on incline.

(3) Two windshield wipers.

(4) Rear-view mirrors—one inside and one outside on left side.

(5) Two taillights

(6) Two stop lights.

(7) Multiple beam headlights (including indicator light).

(8) Switch to raise or lower headlight beam.

(9) Directional signals—front and rear (including indicator lights).

(10) Adequate horn.

(11) Interior adjustable sun visor.

(12) Adequate heating equipment.

(13) Heater defroster—an additional defroster fan for left windshield may be required.

(14) Safety glass throughout.

(15) Spare tire in good condition.

(16) Two school bus signs, one on front and one on rear, or one sign located on the top of the vehicle with printing on each side of the sign. Signs must be national school bus chrome in color with black letters six inches high. Sign shall be of type that can be dismounted, turned down, or covered when vehicle is not being used as a school bus.

(17) Dry chemical type fire extinguisher with a minimum capacity of two and one-half pounds and a rating of 8-B:C.

(18) First-aid kit containing at least ten units.

(19) Hand ax.

(20) In addition to meeting the foregoing requirements, carryalls and similar vehicles must have additional equipment as follows: Four red reflectors located approximately at floor level, one on each side at or near rear and two on the rear, one at each side; three sixteen-inch red flags; three thirty-minute fusees in canister with lid; and three reflector type flares.

23.4(2) Carryalls, travel-alls and similar vehicles. Carryalls, travel-alls, and similar vehicles may be used for the transportation of pupils, as provided in subsection 23.4(1), and when equipped as follows may stop on the traveled portion of the road to pick up or discharge pupils:

a. Must meet conventional school bus specifications listed in these standards for the following items:

(1) Color

(2) Identification

(3) Stop arm

(4) Flashing warning lights

(5) Reflectors

(6) Flags, flares, fusees

b. Must be equipped with rear-view mirror on right side in such position that the roadway on the right side of vehicle, beginning at service door, is visible from the driver's position.

c. Must meet all other requirements listed for small vehicles in preceding section which are not inconsistent with this section.

These rules shall be applicable only to buses purchased after September 1, 1968.

[Filed July 1, 1952; amended February 13, 1968, June 24, 1969]

TITLE XIII

VETERANS' TRAINING

CHAPTER 24

APPROVAL OF ON-THE-JOB TRAINING ESTABLISHMENTS UNDER THE SERVICEMEN'S READJUSTMENT ACT

24.1 Application.

24.2 Inspection.

24.3 Report reviewed.

24.4 Wage schedules.

24.1(257) Application. In order to qualify as a training facility, the establishment must submit a written application on form as prescribed by this department.

24.2(257) Inspection. Upon receipt of the written application, it is checked by a staff member, and if there is any merit to the application, the establishment is visited and a detailed inspection is made to determine the correctness of the information given in the application.

24.3(257) Report reviewed. The inspector's recommendations are subject to the review of the director of the division.

24.4(257) Wage schedules. The employer shall observe the following points in setting forth the wage schedule for the training period:

1. The schedule shall set up for the entire period of training with provision for increases at regular intervals.

2. The starting wage and the wage paid during training cannot be less than the wage normally paid a nonveteran learner in this trade.

3. The starting wage shall not be less than fifty percent of the stated objective wage.

4. The wage schedule shall increase during each period of training until the employer is paying approximately ninety percent of the objective wage during the last period of training.

5. The wages shall be in conformity with state and federal laws and applicable bargaining agreements.

6. Wage schedules contained in applicable bargaining agreements, wages established by law, or other wage schedules established by large businesses which can be shown to be a matter of record will be recognized.

7. The after-training wage shall be the wage that is normally paid to a person who has had training equivalent to that contemplated by the proposed training program and who is beginning employment in the classification. Further raises which have been granted to other employees on the basis of length of service or loyalty to the firm should not be considered in determining the completion wage.

8. Since the employer is required to guarantee definite periodic wage increases, programs shall not be approved which contain a wage schedule set up on a commission basis.

[Filed July 1, 1952]

CHAPTER 25

APPROVAL OF EDUCATIONAL INSTITUTIONS FOR THE EDUCATION AND TRAINING OF ELIGIBLE VETERANS UNDER THE SERVICEMEN'S READJUSTMENT ACT

- 25.1 Colleges.
- 25.2 High schools.
- 25.3 Related courses for apprenticeship.
- 25.4 Schools of Bible or theology.
- 25.5 Schools of nursing.
- 25.6 Hospitals.
- 25.7 Schools of cosmetology.
- 25.8 Schools of barbering.
- 25.9 Flight schools.
- 25.10 Schools of business.
- 25.11 Trade schools.
- 25.12 Correspondence courses.
- 25.13 Evaluation standards.

25.1(257) Colleges. All colleges, universities, and junior colleges accredited by the state department of public instruction, the Iowa committee on secondary school and college relations, or the North Central Association are approved without further inspection.

25.2(257) High schools. All high schools accredited by the department of public instruction are approved without further inspection.

25.3(257) Related courses for apprenticeship. Approved upon recommendation of the department of vocational education without subsequent inspection.

25.4(257) Schools of Bible or theology. Must be recommended by a recognized accrediting agency in the theological field. Subject to inspection following receipt of written application.

25.5(257) Schools of nursing. Must be recommended by the Iowa state board of nurse examiners. Subject to inspection following receipt of written examination.

25.6(257) Hospitals. (Residencies, medical technologists, X-ray technicians, etc.) Must be recommended by the council on medical education and hospitals, American Medical Association, and the Iowa state department of health. Subject to inspection following receipt of written application.

25.7(257) Schools of cosmetology. Must be recommended by the board of cosmetology examiners, department of health. Subject to inspection following receipt of written application.

25.8(257) Schools of barbering. Must be recommended by the board of barber examiners, department of health. Subject to inspection following receipt of written application.

25.9(257) Flight schools. Must be recommended by the U. S. civil aeronautics authority and the Iowa department of aeronautics. Subject to inspection following receipt of written application.

25.10(257) Schools of business. Subject to inspection following receipt of written application.

25.11(257) Trade schools. Same as 25.10 (257) above.

25.12(257) Correspondence courses. Must have operated successfully in Iowa for at least three years. Subject to inspection following receipt of written application.

All of the above institutions, except public or other tax-supported schools, must operate successfully in Iowa for at least one year prior to approval. With respect to correspondence courses, three years of successful operation is required.

The one-year requirement may be waived when the institution submits positive evidence that the school is essential to meet the requirements of veterans in the state of Iowa.

The written application referred to in the above shall include the following information:

25.12(1) Name, address, and telephone number of the school.

25.12(2) Names and qualifications of owners and managers of the school.

25.12(3) Statement concerning the date the school was established, and the period of time school has been under the present management.

25.12(4) Statement as to the financial solvency of the school, and assurance that school will continue operations for a considerable period of time.

25.12(5) Statement concerning the school's accreditation by any recognized accrediting agencies, if any.

25.12(6) Statement concerning present enrollment and maximum number of students proposed to be trained in the courses at one time.

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25.12(7) Description of the physical plant of the school, giving the number and size of classrooms; type of heating, lighting and ventilation, blackboard space; number of toilets and lavatories; number and kinds of desks, tables, chairs and other school furniture; total floor space; and a listing of all laboratory and classroom equipment available for instruction.

25.12(8) Names and educational and experience qualifications of all instructors.

25.12(9) Statement of the educational prerequisite for each course.

25.12(10) Statement as to the exact title of the course and specific description of the objective for which given.

25.12(11) Statement as to the length of the course(s) in weeks; number of hours school is in session per week.

25.12(12) A detailed curriculum must be attached showing subjects taught, type of work or skills to be learned, and approximate length of time to be spent on each.

25.12(13) Samples of permanent records showing students' conduct and progress are to be enclosed, as is a sample certificate or diploma issued students upon satisfactory completion of the course of study.

25.12(14) Statement as to tuition costs, and costs for required books, supplies and equipment.

25.12(15) Statement concerning graduates' placement during the year preceding date of application.

25.12(16) Statement that school buildings meet local and state regulations concerning fire, safety, and health.

Upon receipt of the written application, it is checked by a staff member, and if there is any merit to the application, the school is visited and a detailed inspection is made to determine the correctness of the information given in the application.

25.13(257) Evaluation standards. The following standards are used in evaluating a school:

25.13(1) The curriculum and instruction must be consistent in quality, content, and length with similar courses in the public schools or other private schools with recognized and accepted standards.

25.13(2) Each school must have a system for keeping attendance, progress, and placement records which is acceptable to this department. Records must be kept up-to-date and reports must be prepared and submitted as requested. Furthermore, school records must be made available for inspection on request of department representatives.

25.13(3) School must have clearly stated and enforced standards of attendance, progress, and conduct. Such standards must be acceptable to this department.

25.13(4) The school must give appropriate credit for previous training or experience, with training period shortened proportionately. No course of training will be considered bona fide as to a veteran who is already qualified by training and experience for the course objective.

25.13(5) The school must provide the student and the veterans' administration with a copy of the approved curriculum.

25.13(6) Upon completion of the training, the school must give the veteran a certificate indicating the approved course, title, and length and that the training was completed satisfactorily.

25.13(7) The school must have a clear statement as to entrance qualifications and must abide by them.

25.13(8) The school must have sufficient toilet facilities to adequately serve the enrollment.

25.13(9) Each school must provide at least twenty-five square feet of floor space for each student in a classroom; and at least forty square feet in laboratories or shop rooms for each student training therein.

25.13(10) Heat, light, and ventilation shall be adequate for the type of instruction and enrollment in the school. Thirty foot-candles of light shall be considered minimum where reading is done.

25.13(11) School buildings must meet local and state regulations concerning fire, safety, and health.

25.13(12) Schools must be ethical in their advertising and solicitation. Both are subject to review and approval by this department.

25.13(13) Instructors for a trade school shall have at least three years of experience in the trade as a journeyman, above the learning level. Instructors in other schools shall hold appropriate certificates, licenses, or degrees.

25.13(14) The student-instructor ratio may not exceed thirty-five to one in any classroom activity, and may not exceed twenty to one in any laboratory or shop activity unless the school is licensed by another agency of the state. The ratio in flight schools must be based on requirements of the U.S. civil aeronautics authority.

25.13(15) While schools may not guarantee employment upon graduation, a school should exert every effort to assist its graduates in obtaining employment.

25.13(16) Tuition and other charges made by school should be clearly set out in publications of the school.

25.13(17) Schools should make use of modern teaching aids and procedures.

[Filed July 1, 1952]

TITLE XIV
VOCATIONAL EDUCATION

CHAPTER 26
VOCATIONAL EDUCATION
PROGRAMS

26.1(258) Standards for vocational education. Vocational education programs carried on under the provisions of chapter 258 of the Code shall be governed by and administered pursuant to the Acts of Congress accepted by said chapter, the provisions of said chapter, duly-adopted rules of the federal agencies involved and the current federal-state contracts or plans approved pursuant to said statutes and rules.

[Filed October 18, 1969]

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Reserved for future use

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REHABILITATION

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DIVISION I
AGENCY FOR ADMINISTRATION

35.1(259) Designation of state board. The state board for vocational education is designated as the sole agency for the administration, supervision and control of the state plan except as indicated in section 35.2(259).

35.2, DEPARTMENTAL RULES

35.2(259) Vocational rehabilitation of the blind. The commission for the blind is authorized by state law to rehabilitate the blind.

The following definition of blindness observed by the department of public welfare in determining eligibility for blind assistance is the basis for allocating cases between the two agencies:

"An individual approved for blind assistance shall be one who has no vision, not more than 20/200 central visual acuity in the better eye with correcting glasses, or a field defect, in which the peripheral field has contracted to such an extent that the widest diameter of visual field subtends at an angular distance of no greater than twenty degrees."

35.3(259) Responsibility of the state board. The state board assumes responsibility for the statistical and financial reports containing estimates of expenditures, accounting for federal funds and the furnishing of other information to meet federal requirements found necessary by the federal director.

35.4(259) Plan materials and reports.

35.4(1) The superintendent of public instruction as chairman and executive officer of the state board may act for the board in approving plan material that does not involve a major change in policies.

35.4(2) The plan and all amendments thereto shall be transmitted to the federal director by the state director of the rehabilitation division with a statement over the signature of the executive officer indicating the effective date and the fulfillment of any conditions necessary to its operation. Plan materials relating to the rehabilitation of the blind will also indicate the date of adoption by the commission for the blind.

35.5(259) Plan materials and reports — agency for the blind.

35.5(1) Plan materials and reports of the commission for the blind will be submitted to the federal director through the state board according to special agreement.

35.5(2) An agreement exists between the state board and the commission for the blind which provides that plan materials and reports transmitted to the federal office by the commission will be of the same effect as though transmitted by the state board if: (a) Copies of such plan materials and reports are simultaneously furnished to the state board; (b) such plan materials and reports indicate that copies have been furnished to the state board; (c) within a specified period after the transmission of such materials the executive officer of the state board has not advised the federal director that for any reason the state board does not concur in such material.

35.6(259) Legal basis. Certified copies of all laws, including current appropriation laws, pertaining to the administration of the division

of vocational rehabilitation are included as attachments to this plan.

DIVISION II ELIGIBILITY

35.7(259) Responsibility for determination. The division of vocational rehabilitation assumes responsibility for determination of individuals for vocational rehabilitation, and of the nature and scope of vocational rehabilitation services to be provided such individuals; and such responsibility will not be delegated to any other agency or individual not on the staff of the division.

35.8(259) Residence. Six months of residence is required to establish eligibility for rehabilitation services; however, applicants who have resided in the state for less than six months may be accepted for service upon submission of satisfactory evidence of intention to remain as permanent residents. If applicant is a former resident of another state, a summary of that state's case record will be sought as a part of investigative procedure.

35.9(259) Criteria of eligibility for vocational rehabilitation. Eligibility for vocational rehabilitation will be determined upon the basis of two established criteria: The existence of a physical or mental disability; and a substantial employment handicap resulting from such disability.

35.10(259) Criteria of eligibility for specific services. The following criteria are established for determination of eligibility of clients for the following services:

35.10(1) Physical restoration.

- a. The service is necessary for the individual's satisfactory occupational adjustment.
- b. The condition causing disability is relatively stable or slowly progressive.
- c. The condition is of such a nature that treatment may be expected to remove, arrest or substantially reduce the handicap within a reasonable length of time.
- d. The prognosis for life and employability are favorable.

35.10(2) Training and training materials.

- a. The training and books and supplies are necessary for the individual's satisfactory occupational adjustment.
- b. The individual has the mental and physical capacity to acquire a skill that he can perform in an occupation commensurate with his abilities and limitations.

35.10(3) Transportation, occupational licenses and occupational tools and equipment.

- a. An individual may be provided transportation in connection with securing medical or psychological examinations, physical restoration, training or placement and a companion may be transported at rehabilitation expense if the disabled individual cannot travel alone.

b. An individual is eligible for occupational licenses and customary occupational tools and equipment when such services are necessary for entrance into, and successful performance in, a selected occupation.

35.10(4) Maintenance. A client is eligible for maintenance when it is necessary to his vocational rehabilitation.

Financial need must be established prior to provision of certain services at rehabilitation expense. Individuals are eligible for physical restoration, occupational licenses, customary occupational tools and equipment, training materials, maintenance and transportation (except transportation for diagnosis, guidance or placement) only on the basis of financial need and when such services are not otherwise immediately available. Federal reimbursement for these services will be requested only for disabled individuals found to require financial assistance with respect thereto.

35.11(259) Nondiscrimination. The division observes the principle that sex, race or color do not justify inequality in the determination of eligibility and in the provision of necessary rehabilitation service.

35.12(259) Classes of individuals to be rehabilitated. The division makes rehabilitation services available only to such classes of disabled individuals who through rehabilitation services may be made employable, or more suitably employable; and individuals who are severely disabled or homebound are not excluded.

35.13(259) War-disabled civilians and civil employees of the United States. The division accepts for vocational rehabilitation under the state plan any individual certified by the federal director as a war-disabled civilian or a civilian employee of the United States disabled in the performance of his duty, who is a resident of the state or who chooses the state as and for his residence.

All necessary rehabilitation services, other than maintenance will be made available to persons so certified irrespective of the individual's financial need.

35.14(259) Hearings on applicants' appeals. Disabled persons may appeal from the decision of any counselor to a district case board (supervisor and two other counselors). Appeals from the decision of a district case board will be heard by the state case board (director and two supervisors), or in instances where the district case board cannot properly function the case may be heard originally by the state case board. In making his appeal to the state case board the client is required to set forth his contentions in writing and submit them to the state director at least ten days prior to the date of the hearing. The individual may be accorded an appeal from the state case board to the state board for vocational education if the state director and the executive officer of the board agree that the problem merits fur-

ther review. Notification of the right to appeal is verbal in the first instance; in the second instance the written decision of the district case board will include notification of the right to appeal to the state case board.

DIVISION III CASE FINDING

35.15(259) Finding and intake. The organized program of case finding now in effect at both the local and state level will be maintained and improvements will continuously be sought. Counselors share the responsibility for developing referral arrangements with local co-operators and accepting referrals in the field for prompt handling. All new cases whether referred to a local worker or to the state office are checked against a master index for previous information and are acknowledged promptly by letter or a personal call. Public information directed to all known sources of referrals as well as to the general public seeks to localize all disabled individuals of employable age who may be eligible, interpret rehabilitation to them and ascertain whether or not they are interested in or in need of the services offered.

35.16(259) Working arrangements with other agencies. In order to facilitate the over-all case finding program the division establishes wherever possible working relationships with public and private agencies in areas of health, welfare, compensation, education, employment and other related services.

DIVISION IV CASE DIAGNOSIS

35.17(259) Scope of diagnosis. The case diagnosis constitutes a comprehensive study of the client, including medical as well as a vocational diagnosis of the individual.

35.18(259) Basis of diagnosis. The case diagnosis in each case is based on pertinent information, including the individual's health and physical status, intelligence, educational background and achievements, vocational aptitudes and interests, employment experience and opportunities, and personal and social adjustments.

35.19(259) Medical diagnosis.

35.19(1) As a basis for determination of eligibility and formulation of the individual's rehabilitation plan the division secures competent medical diagnosis and provides every case with the opportunity for a general medical examination. Where reasonably necessary to a decision in doubtful cases, the diagnosis is, if at all practicable, secured from recognized specialists in specific fields indicated by the general medical diagnosis.

Whenever possible the diagnosis is accompanied by recommendations as to the means and methods of restoration and by a statement of any physical or mental limitations that may exist.

35.19, DEPARTMENTAL RULES

35.19(2) The division accepts a medical report in lieu of securing a new examination when such report is from a reliable source and can be relied upon to provide a sound basis for diagnosis of the physical or mental condition of the individual.

35.19(3) Minimum procedures routinely required in the general medical diagnosis are a determination of the physical and mental abilities and limitations of the individual including blood serologic tests, urinalysis and other necessary laboratory tests.

35.19(4) Hospitalization for diagnostic purposes is provided by the division upon proper medical recommendation and upon approval of the medical consultant or supervisor. Normally such hospitalization is not for more than three days and in no case does it exceed ten days.

35.20(259) Vocational diagnosis. The methods of the vocational diagnosis include counseling interviews with the client; such reports as may be needed, including when necessary in the individual case, reports from schools, employers, social agencies, and others; psychological information substantiating the determination of eligibility where such eligibility is based on the existence of mental retardation; and exploratory services, services provided by workshops or centers, and short tryout courses.

DIVISION V RECORDING CASE DATA

35.21(259) Division files. The division maintains a record for each case which includes pertinent case information including as a minimum, the basis for determination of eligibility, the basis justifying the plan of services and the reason for closing each case together with a justification of the closure. Records and case files may be destroyed when deemed obsolete by the director but in no instance shall such records be destroyed until five years after both state and federal audits have been completed and satisfactory adjustments made. A summary card showing pertinent facts will be retained on all case files retired in this manner.

DIVISION VI CONFIDENTIAL INFORMATION

35.22(259) Rules and regulations. The division maintains in effect such rules and regulations as are necessary to assure that all information as to personal facts and circumstances of clients given or made available to the division, its representatives, or employees in the course of administration of the vocational rehabilitation program, including lists of names and addresses and records of evaluation, will be held to be confidential.

35.23(259) Use and exchange of information.

35.23(1) The use of such information and records is limited to purposes directly connected with the administration of the vocational

rehabilitation program, and is not disclosed, directly or indirectly, other than in the administration of the program, unless the consent of the client to such release has been obtained either expressly or by necessary implication.

Release of information to employers in connection with placement is considered as a release of information in connection with the administration of the program.

35.23(2) Such information is released to other welfare agencies or programs from which the client has requested certain services under circumstances which presume his consent, provided such agencies have adopted regulations which assure that the information will be held confidential and be used only for the purposes for which it was intended.

35.23(3) All such information is the property of the division and may be used only in accordance with the division's regulations.

35.23(4) Procedures and standards. The division has adopted such procedures and standards as are necessary to (a) give effect to its regulations; (b) assure that clients and interested persons will be informed as to the confidentiality of rehabilitation information and that a copy of the division's regulations is available to them; and (c) assure the adoption of such office practices and the availability of such office facilities and equipment as will assure the adequate protection of the confidentiality of such reports.

DIVISION VII PLAN FOR INDIVIDUALS

35.24(259) Formulation of the plan. The division formulates an individual plan of rehabilitation for each eligible individual to whom rehabilitation services are to be furnished. Such plans are formulated on the basis of an evaluation of all data secured through the case diagnosis.

35.25(259) Content of plan. The individual plan summarizes diagnostic findings, sets forth the services necessary to accomplish the individual's vocational rehabilitation, the way in which these services are provided, the estimated costs, and the established job objective.

35.26(259) Client's participation and approval. The individual plan is formulated with the individual's participation and approval and provides for all rehabilitation services that are recognized to be necessary to fully accomplish the individual's vocational rehabilitation whether or not such services are at the expense of the rehabilitation division.

35.27(259) Conditions for undertaking the individual plan. The basic conditions to the undertaking of the individual plan are: (1) The belief of the division that when concluded it will satisfactorily achieve the individual's vocational rehabilitation; and (2) that all services are to be carried to completion, provided, however, that the division exercises its discre-

tion in relation to the termination or revision of the individual's plan when, for any reason, it becomes evident that the above underlying conditions will not be met or when the financial condition of the individual or the division makes termination necessary.

35.28(259) Trainee co-operation. The division requires good conduct, regular attendance and co-operation of all individuals engaged in rehabilitation training but believes that these requirements will usually be achieved through the maintenance of the previously developed counseling relationship rather than by an authoritative approach. The division makes the following provisions for assuring itself of trainee co-operation: Instruction, verbally or by pamphlet, emphasizing the importance of these factors to the success of the individual plan; advising each trainee at the beginning of the program just what is expected of him and that services will continue only if his progress, attitude and conduct are satisfactory; requiring periodic progress, grade and attendance reports from the training agency; maintaining personal supervision of each training program by a counselor—the intensity of supervision as specifically outlined in the Manual of Operations Procedures depends upon the type of training and the individual problems involved; promptly calling the trainee's attention to evidence of unsatisfactory progress or attendance before such conditions become serious; providing encouragement to the trainee to promote good work habits with due commendation for effective effort; maintaining good relationships with the training agency and with one instructor or advisor on the school staff responsible as a co-ordinator. A co-ordinator is an absolute requirement in all out-of-state resident training programs.

DIVISION VIII SERVICES

35.29(259) Scope of services.

35.29(1) All necessary vocational rehabilitation services, including counseling, physical restoration, training and placement are made available to eligible individuals to the extent necessary to achieve their vocational rehabilitation.

35.29(2) The division in selected instances assumes responsibility for providing short periods of medical care for acute conditions arising in the course of rehabilitation, which, if not cared for, would constitute a hazard to the achievement of the rehabilitation objective because of the client's limited funds and the unavailability of free medical services.

35.29(3) Duration of training. Rehabilitation training is provided according to the actual needs of the individual case and is limited to the amount of such training necessary to fit the client for the vocational objective agreed upon.

35.30(259) Counseling and guidance.

35.30(1) Systematic counseling and guidance for the benefit of each individual is provided from acceptance to completion of all services included in the rehabilitation plan.

35.30(2) Service reports. Adequate reports are obtained at reasonable intervals from physicians, schools, hospitals, employers and other agencies providing services to rehabilitation clients and such reports become a part of the individual case files.

35.31(259) Placement.

35.31(1) The division recognizes that satisfactory employment is the objective of all services of preparation and that placement is an integral part of the rehabilitation program. The division assumes responsibility not only for preparing the disabled for jobs and training them in techniques in securing their own jobs, but also for accomplishing the actual placement, either directly or indirectly, of all eligible disabled individuals receiving rehabilitation services. Prompt selective placement following preparation is always sought.

35.31(2) Provision is made for a reasonable period of post placement follow-up to insure that placement has been successfully accomplished.

35.32(259) Working arrangements. The division co-operates with federal and other state agencies providing vocational rehabilitation or similar services and written agreements providing for interagency co-operation may be entered into at the discretion of the state board.

DIVISION IX FACILITIES

35.33(259) Types of facilities. It is the policy of the state division to use any type of public or private facility which is equipped to render the required services of diagnosis, physical registration, training and placement. Such facilities include public and private schools, colleges and universities, correspondence schools, tutors, agencies or individuals for personal adjustment training, business and industrial establishments for employment training, psychometric service agencies, physicians and dentists, hospitals, sanatoria and clinics, audiometric service centers, rehabilitation centers, occupational, physical and work therapists or agencies providing these services, hospitals and convalescent homes, nurses, prosthetic appliance dealers, and other similar facilities that are adequately equipped to contribute to the rehabilitation of the disabled.

35.34(259) General standards. It is the policy of the division to use only those facilities which meet standards indicating that the services offered are of high quality. Indications of these standards are accreditation, approval or certification by a recognized agency if such exists; use of the facility by other public

35.34, DEPARTMENTAL RULES

agencies; reputation and community standing; or investigative survey by the division to determine adequacy of professional and technical qualifications of personnel; quantity and quality of equipment and quarters; scope and completeness of services including guarantee of materials and workmanship in case of artificial appliances.

35.35(259) Standards for hospitals. Hospitals approved by the American College of Surgeons will be used when available. In areas where approved hospitals are not available a local hospital approved by the medical consultant may be used, but only in cases in which the physical condition to be corrected is one which does not present a serious problem and is the type that is commonly handled in that hospital by local physicians. To the extent that is practicable, preference will be given to hospitals with more than one hundred beds with well developed surgical and specialty services which have submitted satisfactory reimbursable cost statements.

35.36(259) Standards for persons providing physical restoration services.

35.36(1) Persons providing physical restoration services must meet standards which insure services of high quality. Clients have free choice of professional persons meeting these standards to the extent that such is reasonable and appropriate.

35.36(2) Medical diagnosis and treatment are provided only by physicians licensed to practice medicine and surgery and who are otherwise qualified by training and experience to perform the specific services required. In instances where qualifications are questionable decision as to the acceptability of a physician is made by the medical consultant. Whenever possible, well organized clinics offering services of high quality or recognized medical schools are used.

Standards for physical therapists and occupational therapists are those adopted by the Council on Medical Education and Hospitals of the American Medical Association. Therapists working under approved medical supervision in hospitals approved by the American College of Surgeons are assumed to have acceptable qualifications. When personnel of such qualifications are not available other experienced therapists may be used under medical supervision.

Standards for graduate nurses are those adopted by the state board of nursing examiners. Practical nurses are used only when absolutely necessary and when considered qualified as to education and experience in the opinion of local physicians.

Dental diagnosis and dental treatment are provided only by dentists who are licensed to practice dentistry and are otherwise qualified by training and experience to perform the specific dental services required.

35.36(3) The division determines which of the services required by a client are specialty

services and such specialty services are rendered only by physicians found by the division to be specialists qualified to perform the particular services required.

35.36(4) It is the policy of the state division to select specialists according to the following standards and in descending order of preference:

a. Diplomats of an American board in a medical specialty.

b. Those eligible for certification as such diplomats.

c. If a physician of one of the first two groups is not available or is not the acceptable choice of the client, other doctors of medicine who are recognized as being qualified in the specialty may be selected by the medical consultant after conferring when necessary with members of the professional advisory committee or local physicians.

35.37(259) Standards for facilities providing specialized training or other services. The division selects its training agencies on the basis of their ability to supply the quality of training desired. The general practice of the division is to utilize the facilities of accredited or approved colleges, universities, trade and commercial schools for residence and correspondence training.

35.37(1) Tutorial training. The standards of selection of tutors will be based upon adequate training and experience in the field in which the instruction is to be given. Insofar as possible these tutors will meet the educational standards for instructors in the regular fields of education.

35.37(2) On-the-job training. Agencies selected for employment training must have personnel qualified with respect to personality, knowledge and skill in the technique of instruction, have adequate equipment and instructional material and be willing to make definite provision for a plan of graduated progress in the job to be learned according to an efficiently organized and supervised instructional schedule.

35.37(3) Personal adjustment training. In addition to other standards set for tutorial and on-the-job training, an important basis for selection of facilities for personal adjustment training is a sympathetic understanding of the personal adjustment needs of the individual and their importance to the client's total rehabilitation.

35.37(4) The standards for facilities used in purchasing testing services are: (a) That the service be secured from the psychological department of a recognized educational institution or counseling service, or (b) that the testing be performed by a competent psychologist or psychometrist qualified by adequate training and at least one year of successful experience. Test technicians must be practical in their interpretation of test results to the division and be willing to recognize that they are

not employed to do direct counseling with the disabled since the counseling done by the division must be based on all diagnostic information including results of objective measurement.

35.37(5) *Determination of compliance with standards.* The division will use the following methods of determining compliance with standards: Careful surveys will be made when deemed necessary of all pertinent factors, including qualification of instructors or other personnel concerned, adequacy of quarters and instructional or other equipment, the use of well organized instructional schedules, the use of good materials, and business integrity with the provision of conscientious complete service.

DIVISION X ECONOMIC NEED

35.38(259) *Establishment of need.* The division establishes the client's economic need prior to providing physical restoration including prostheses, transportation (for other than diagnostic guidance or placement purposes), maintenance, occupational licenses, tools and equipment and training books and supplies except that financial need is only considered when providing maintenance for war-disabled civilians or civil employees of the United States.

In determining economic need the clients, or, in the case of minors, their parents, guardians or responsible relative, are required to make a specific declaration regarding all capital assets and income from any source that may be applied toward the cost of rehabilitation services except those of diagnosis, counseling, training and placement which are provided without regard to economic need.

It is considered desirable to secure an appraisal of the client's financial situation in every instance, however, in order to be certain that the client possesses the resources necessary to carry his part of the planned program through to completion. A properly signed financial inventory which certifies as to the total resources available and agrees to notify the division in event of significant change is required prior to the approval of any plan requesting the purchase of services and such inventory becomes a part of the individual's case file. If there is any doubt as to the accuracy of information submitted on the signed inventory, further investigation is made to determine the correctness of the data collected.

The following policies are observed in making determination of need based upon the findings:

35.38(1) All services requiring the determination of financial need are provided on the basis of supplementing the resources of the client or those responsible for him.

35.38(2) Personal savings, especially the income from the client's own earnings, are not required to be invested in the rehabilitation

program to the extent that the individual's future security may be jeopardized.

35.38(3) Consideration will be given to the client's responsibility for the maintenance of his dependents and he will be expected to reserve sufficient funds to meet his family obligations and provide for their future care, education and medical expense.

35.38(4) Consideration will also be given to such factors as prior obligations as well as to the desirability of conserving the client's own resources for future rehabilitation purposes such as becoming established in business or providing himself with a business automobile required for his transportation or employment.

35.38(5) Income or resources which are considered must be real and should not include apparent assets that are actually liabilities and produce no income.

35.38(6) The income or resources should be available to the client, that is, actually on hand, free from prior obligations and ready when needed.

35.38(7) Income or resources up to a reasonable amount should be considered from the standpoint of its conservation and its maximum utilization to the long term interest of the client. Small casual earnings and unpredictable gifts of indeterminate value should not be counted as resources.

35.38(8) Financial aid from public assistance is disregarded as a resource except as it applies to maintenance.

35.38(9) Since the major and fundamental purpose of the rehabilitation program is the upbuilding and maintaining of attitudes of independence and self-reliance among disabled persons, every effort is made to avoid impoverishing the individual by exhausting his accumulated resources or requiring that he mortgage his future.

35.39(259) Standards for determining amount of supplementation.

35.39(1) The amount of financial supplementation that is required to meet the cost of necessary services in any individual rehabilitation plan requiring the establishment of need is determined in the following manner: (a) The total cost of the services to be provided is determined; (b) the net available resources of the client which may be used to apply toward the purchase of these services is calculated; (c) the division assumes that portion of the cost which is not covered by the client's available resources; (d) when it is not reasonable to expect any of the client's resources to be applied the total cost of the services is assumed by the division.

35.39(2) In providing maintenance, the dollar standard method of determining need is followed. The standard is changed as advisable to reflect changes in living costs and varies

35.39, DEPARTMENTAL RULES

according to type and size of community, kind of training program and other factors affecting living standards. In no case, however, does the maximum maintenance allowance exceed twenty dollars per week except that in cases where special diets, medicines or special transportation must be provided for severely disabled individuals or during a special training program, the maximum amounts in the dollar standard may be increased by twenty percent.

35.39(3) Goods and services provided are required to be of standard quality, avoiding both inferior and luxury types of purchases, and are required to be provided in such amount and at such time as will contribute most to the satisfactory consummation of the client's rehabilitation plan.

35.39(4) The cost of care during short periods of acute illness as set forth in 35.29(2) is paid for clients in financial need at the rates specified in the fee schedules. These amounts may be in addition to payments under the dollar standard.

35.39(5) The standards set forth in this section are uniformly applied.

35.40(259) Resources of client. In determining the economic circumstances of the individual the division takes into consideration all consequential resources available to the individual, however derived, including any benefit to which the individual may be entitled by way of pension, compensation, insurance, services in kind, or remuneration in connection with employment training. In appraising the income level of the individual, consideration is given to all factors above set forth.

35.41(259) Rules respecting capital assets. The general policy of the division (subject to the special provisions indicated above) with respect to the extent that capital assets not constituting current income may be disregarded in determining the economic circumstances of the individual is:

35.41(1) The "reasonable amount of capital assets" which may be disregarded in determining need for assistance is established as: (a) Any form of life insurance; (b) real property which consists mainly of a home for himself or dependents; (c) personal property in any amount needed to carry on his business or earn his livelihood, that is: Necessary stock and equipment and business automobile are exempt as are cash or liquid net assets up to five hundred dollars if client has no dependents or one thousand dollars if client has dependents.

35.41(2) Capital assets representing the client's earnings from his own labor are given special consideration as are other factors connected with the client's long term responsibilities as set forth under 35.38(259).

DIVISION XI PERSONNEL ADMINISTRATION

35.42(259) Methods and policies of selection and appointment. The personnel administra-

tion of the division is conducted in accordance with the standards, rules and regulations provided by state law. Acting within the scope of state personnel legislation currently in effect the board for vocational education selects and appoints all personnel upon recommendation of the director of the division and the executive officer of the board. This procedure applies also to promotions, thus insuring that no individual will be appointed or promoted except on the basis of fitness, merit and experience and unless it is believed that he possesses all the qualifications required for the position and otherwise merits the appointment or advancement. Demotions and discharges of professional workers are made according to the same procedure and in accordance with state personnel regulations currently in effect but authority is delegated to the director to adjust work assignments, re-establish territories, designate actual official residences or transfer employees within the division whenever such action, in his opinion, contributes to the efficiency of the division and is carried out in accord with state personnel regulations currently in effect. The state board for vocational education also delegates to the director the authority to immediately suspend any professional worker for cause or discharge any clerical worker for cause subject to provisions of state personnel legislation currently in effect. The director reports in writing all such action to the executive officer and final action as to the termination or reinstatement of suspended professional workers rests with the board.

It is recognized that only the highest caliber of personnel should be engaged in molding the vocational future of the handicapped and therefore the education, experience, and personal qualifications of all professional workers are required to equal or exceed the highest standards required of professional employees in the state department of public instruction. The relative merits of all applicants are weighed and selection is made from among those available possessing the highest qualifications for specific positions. Applicants submit written statements of their education and experience to the executive officer through the director who personally interviews the applicants and investigates their records and qualifications. Transcripts of college credit, records of graduate study and copies of theses, dissertations or other professional writings and accomplishments are required to be submitted for review. The director reports the results of his interviews and investigations and makes recommendations to the executive officer who makes appointments with board approval. The board delegates authority to the director to investigate, select and employ clerical workers as needed to carry on the operating program of the division but requires that such action be in accord with accepted personnel regulations and be reported in writing to the executive officer. All appointments and promotions on the professional or clerical staff are considered

to be on a probationary basis for the first year or to the extent consistent with state personnel regulations currently in effect.

35.43(259) Separation of permanent employees. No permanent employee engaged in the day-to-day administration of the program is discharged except for cause or for reasons of curtailment of work or lack of funds, and that in event of separation, he shall have the right of appeal through established procedure and opportunity for a fair hearing consistent with personnel legislation currently in effect.

35.44(259) Participation in political activity. Personnel employed in the day-to-day administration of the program will be prohibited from participation in political activity as required by the federal government except that an employee shall have the right to express his views and cast his vote.

35.45(259) Personnel qualifications. The qualifications here stated are the minimum to be applied in the appointment of new employees and it is the policy of the board to secure whenever possible persons whose qualifications exceed those established as the minimum in an effort to engage only the best prepared and highest caliber of individuals to meet the challenge of rehabilitating the handicapped.

The following minimum qualifications are required of junior vocational counselors or of any employee appointed on a temporary, probationary or permanent basis to do direct interviewing and vocational diagnosis, counseling and plan building:

35.45(1) Personal qualifications.

a. Physical stamina. Physical ability and energy required to meet the rigorous duties of rehabilitation service.

b. Initiative, resourcefulness, and persistence. Aggressiveness in originating, planning, and carrying out an undertaking; the ability to find the ways and means of accomplishing it; and the tenacity in following it through to completion.

c. Moral standards. High moral standards, business integrity, and sympathetic understanding of handicapped persons.

d. Adaptability. The capacity to get along with others whatever their social or economic status, to understand the viewpoint of others and to discuss matters connected with vocational rehabilitation with an open mind and without becoming argumentative.

e. Maturity of judgment. Good common sense in meeting situations, handling people, and in helping the disabled to lay sound plans for carrying through logical rehabilitation programs to successful conclusion.

f. Emotional stability. Free from peculiarities of temperament or behavior and from timidity and shyness in meeting and dealing with people.

g. A good command of English. Ability to speak and write with a reasonable degree

of correctness and to express himself clearly.

h. Co-operativeness. Willingness to work harmoniously with his co-workers and to carry out the details of his work according to instructions and in line with approved policies.

35.45(2) Educational qualifications.

a. A minimum of formal education as represented by graduation from a four-year course in an accredited college or university or four or more years of such training satisfactorily completed above graduation from high school.

b. Preference is given to persons whose major educational preparation has been in technical fields related to vocational rehabilitation, such as vocational guidance, personnel or industrial management, educational administration, specialized social work or applied psychology.

35.45(3) Experience qualifications.

a. A minimum of three years recent, full-time, paid experience during which the individual has demonstrated personal qualities as indicated above.

b. Other factors being equal preference is given individuals having two or more years experience in one or a combination of the following fields:

(1) Full-time vocational counseling and guidance work with adults or vocational rehabilitation work involving counseling, training, physical restoration and placement of disabled persons.

(2) Selection, training, employee counseling, and vocational adjustment of employees in a commercial or industrial concern or public agency employing fifty or more persons.

(3) Public or quasi-public employment service with major responsibility for employee placement and employer contacts through actual field work.

(4) Instructor in skilled trades or vocational courses or a supervisor of such training.

(5) Workmen's compensation referee or claims adjudication officer or job adjustment specialist.

Junior vocational rehabilitation counselor. The above statement of minimum personal, educational and experience qualifications applies to the junior vocational rehabilitation counselor. An employee is classified as a junior vocational rehabilitation counselor during a period of temporary or probationary employment, thereafter, if his services are satisfactory, he is added to the permanent professional staff as counselor unless promoted to an advanced classification by approved procedures. Counselors whose services are otherwise satisfactory but who are unable to meet the minimum production standard for full-time counselors employed by the division are retained as junior vocational rehabilitation counselors or are reduced to that status upon the recommendation of the director, who will take into consideration the quality of work

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being performed, types of difficult cases being served, and other factors affecting production. This policy will not be applied in such a manner that will discourage quality work or encourage the acceptance of "easy" cases.

Vocational rehabilitation counselor. The minimum qualifications listed above apply to this position and the qualities required must have been demonstrated by successfully passing the probationary period of employment and meeting quantitative and qualitative standards of production.

Senior vocational rehabilitation counselor. In addition to the qualifications of counselor, the senior vocational rehabilitation counselor must hold a master's degree or other technical experience or training in a specialized area of service connected with some phase of rehabilitation and have demonstrated by five or more years of employment to be qualified for handling specialty services to the disabled within the rehabilitation program.

District supervisor. In addition to the minimum qualifications of counselor, the district supervisor must have demonstrated by two or more years additional case work or technical experience in vocational rehabilitation or by one year of such experience and additional specialized training to possess the abilities to perform the duties outlined for this position. Special consideration is given to qualities shown by outstanding case work and the ability to train other counselors and supervise and evaluate their work to the end that the highest quality and quantity of rehabilitation services are obtained.

State medical consultant and district medical consultant. Graduation from a school of medicine approved by the Council on Medical Education and Hospitals of the American Medical Association, licensed to practice medicine and surgery in the state, at least three years of resident or graduate training or experience in a medical field appropriate to physical restoration, and held in high regard by his fellow physicians, the state department of health and the Iowa Medical Society.

Assistant state director. In addition to the minimum personal and educational qualifications of the counselor, the assistant state director must possess a master's degree or not less than five years of formal training above high school graduation. He shall possess additional personal qualifications as follows:

35.45(4) Leadership ability. The ability to enlist, organize and use effectively the cooperative efforts of others including co-workers, agencies, groups and individuals and to retain their loyalty.

35.45(5) Planning ability. The ability to anticipate, analyze and lay plans for developing the state-wide service to rehabilitate the handicapped.

35.45(6) Administrative and supervisory ability. The ability to develop organization

and manage personnel efficiently; the ability to train subordinates in their duties, to analyze and evaluate their work, to effectuate plans, and to devise and apply remedial measures when necessary.

These qualities must have been demonstrated by at least five years of technical experience in civilian vocational rehabilitation employment, including two years in an administrative or supervisory capacity. A person who has qualified for and successfully held the position of district supervisor for three or more years is considered to have met the educational and experience requirements for this position.

State director. Same as for assistant state director and in addition must possess the ability to manage funds, maintain financial and statistical records, account for state property, conduct administrative details according to established policy and promote the general rehabilitation program.

Chief fiscal officer. Because of the responsibilities entailed in this position, high personal as well as educational and experience qualifications are required. The chief fiscal officer must be at least twenty-one years of age and qualified to serve as a notary public; must be of good moral character and must have demonstrated high standards of business integrity throughout his business or professional life; must have completed high school training with additional training at the university or business college level in mathematics or accounting and must have excelled in such activity and in addition must have had at least four years of successful business or office experience, at least two years of which must have been in the handling of financial accounts. Preference is given to persons who are four-year college graduates and qualify as certified public accountants or to those whose experience has been closely related to the rehabilitation division in auditing or managing financial accounts.

Clerical staff assistant. This clerical position requires the ability to co-ordinate office activities, manage inventories, case files, and record systems. The individual must be capable of being a personal secretary or administrative aid and to take special assignments in supervising clerical personnel or in performing the more responsible duties in the various departments. The personal qualifications for this position are: (a) Strong personality; (b) initiative; (c) emotional stability; (d) good judgment; and (e) interest in the total development of the program. In addition to possessing the educational and experience qualifications of a secretary, the clerical staff assistant must have demonstrated the required abilities by actual employment of not less than one year.

Secretary. Minimum educational qualifications consist of graduation from a four-year high school with additional business training necessary to meet above average requirement in both speed and accuracy in the fields of typ-

ing, shorthand, business English, and related subjects. In addition a secretary must have demonstrated proficiency by at least one year of successful employment in secretarial or stenographic work. Personal characteristics required are: (a) Initiative; (b) industry; (c) neatness; (d) accuracy; (e) pleasing personality; (f) good judgment and (g) good health.

Stenographer. Minimum educational qualifications consist of graduation from a four-year high school with additional business training necessary to meet at least average requirements in both speed and accuracy in the fields of typing, shorthand, business English and related subjects. In addition a stenographer must have demonstrated proficiency by at least six months of successful employment in secretarial or stenographic work. Personal characteristics required are: (a) Initiative; (b) industry; (c) neatness; (d) accuracy; (e) pleasing personality; (f) good judgment and (g) good health.

Statistical clerk. The minimum educational, experience and personal qualifications for this position are those set forth for the position of stenographer and in addition the individual must possess sufficient ability in handling mathematical and statistical problems to handle case accounting procedures and prepare analyses of statistical data.

Bookkeeper. The minimum educational, experience and personal qualifications for this position are those set forth for the position of stenographer and in addition the individual must have specialized in bookkeeping or accounting procedures and have demonstrated proficiency in handling routine financial accounts.

Junior stenographer. Minimum educational qualifications consist of graduation from a four-year high school with additional business training necessary to meet at least average requirements in both speed and accuracy in the fields of typing, shorthand, business English and related subjects. Personal characteristics required are: (a) Initiative; (b) industry; (c) neatness; (d) accuracy; (e) pleasing personality; (f) good judgment and (g) good health.

Typist. Minimum educational qualifications consist of graduation from a four-year high school with additional training whenever necessary to meet average requirements in both typing speed and accuracy. In addition the personal qualifications of a stenographer are required.

35.46(259) Vacations and leaves for illness and military service. Insofar as is consistent with state personnel regulations currently in effect the division will allow all employees an annual vacation with pay for one week after the first year of employment and two weeks after two years or more of employment. An employee is not entitled to a portion of his

vacation as the vacation is only due when fully earned but the director may at his discretion adjust vacation periods to permit them to fall during the usual vacation months. Short leaves of absence due to personal illness or serious illness or death in the employee's immediate family will be granted by the director upon request as conditions seem to warrant. Permanent employees on the professional or clerical staff may be granted a leave of absence with pay of not to exceed thirty days per year when necessary by reason of sickness or injury. The question of need is determined by the director and he may request substantiating medical information. Unused portions of such sick leave may be accumulated for three consecutive years.

Leaves for military service will be granted in accordance with state law.

DIVISION XIV MAXIMUM FEES

35.47(259) Training.

35.47(1) In no case is the amount paid a training facility in excess of the rate published and in the case of facilities not having published rates, the amount paid the facility does not exceed the amount paid to the facility by other public agencies for similar services.

35.47(2) When facilities are used which have no published rates or from which other public agencies do not purchase similar services, such as on-the-job training, tuition fees will be established by agreement after ascertaining the comprehensiveness of instruction, the adequacy of equipment, the personal and technical qualifications of instructors and other factors which contribute to the success of such programs. In establishing tuition fees consideration will be given to the productive value of the trainee's services to the employer, the amount of wages which the employer will be required to pay the trainee, the amount and type of supervision required of the employer and the length of the training program. Fees may be graduated downward as training progresses but in no case will the division pay an amount in excess of twenty dollars per week tuition for on-the-job training for two dollars and a half per clock hour for special tutorial instruction. Travel costs of tutors, when required, may be reimbursed in accordance with applicable state regulations.

35.47(3) The division will maintain such information as is necessary to justify the rates of payment made to training facilities.

35.48(259) Physical restoration services (other than hospitalization and prosthetic devices) and medical examinations.

35.48(1) The division has established fee schedules which indicate the maximum payments that may be made for physical restoration services and medical examinations. These maximum fees do not exceed those paid by

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other public agencies operating in the state for such services or examinations.

35.48(2) When medical personnel or facilities located in another state are utilized, the rates of payment of the vocational rehabilitation division of the other state will be observed.

35.48(3) The division maintains such information as is necessary to justify the rates of payment made for physical restoration services and medical examinations.

35.49(259) Hospitalization.

35.49(1) Payments made for days of hospital care are made at inclusive per diem rates as defined in the regulations, and shall not exceed the average per diem cost for hospitalization as computed by the reimbursable cost method promulgated by the federal director, except that services at the Iowa State University Hospitals may be purchased at rates not in excess of the average of per diem rates established by all hospitals being used by the Iowa division.

35.49(2) The reasonableness of the cost of such items as blood donors, X-rays, anesthesia, appliances, casts, drugs and supplies, not purchased or provided by the hospital, for which the hospital has made no expenditures during the accounting period and which, therefore, are not covered by the inclusive rates, will be determined by the charges made for such services to the general public and will not exceed the amount paid by other public agencies for other services.

35.50(259) Prosthetic devices.

35.50(1) In no case is the amount paid for prosthetic devices in excess of the published rates for such devices, or, if there are no published rates, the amount paid for such devices does not exceed the amount generally paid for such devices by other public agencies operating in the state.

35.50(2) The division maintains information necessary to justify the rates of payment for prosthetic devices.

35.51(259) Travel.

35.51(1) All travel expenditures will be made in accordance with applicable state regulation.

35.51(2) The authority for all official travel of a duly constituted official of the division is issued by the director. He delegates authority to control the official travel of all members of the operating staff to the assistant director. Travel within a district is under the immediate supervision of the district supervisor and authority for district personnel to travel outside of their district is issued by the assistant director on specific request. All out-of-state travel must be recommended by the director and approved by the executive officer of the board and by the executive council of the state.

35.51(3) Official travel will not be allowed for expenses within the official station of an officer or employee except for necessary transportation expenses other than between home and office or place of duty.

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