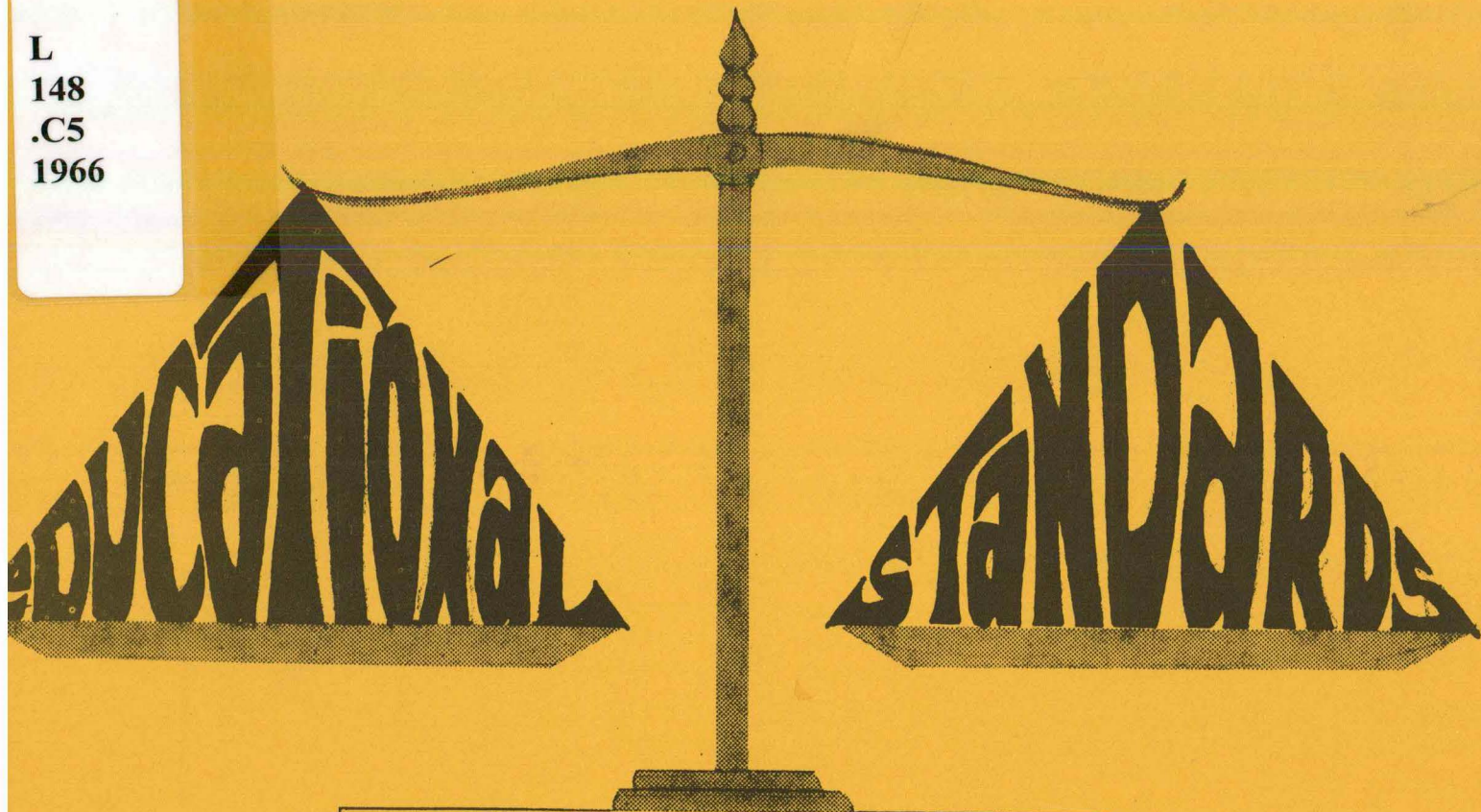


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a report to  
**THE SIXTY-SECOND  
GENERAL ASSEMBLY**  
filed by  
**THE STATE BOARD OF  
PUBLIC INSTRUCTION**  
**JANUARY, 1967**

THIS BOOK IS THE PROPERTY  
OF  
DEPARTMENT OF  
PUBLIC INSTRUCTION  
DES MOINES, IOWA

3-415



State of Iowa  
January, 1967

E D U C A T I O N A L   S T A N D A R D S

A Report to  
THE SIXTY-SECOND GENERAL ASSEMBLY

Filed by  
THE STATE BOARD OF PUBLIC INSTRUCTION  
In Compliance with  
Section 257.25, subsection 10, 1966 Code of Iowa

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LETTER OF TRANSMITTAL

We are pleased to submit herein the report to the Sixty-second General Assembly developed in accordance with the requirements of section 257.25.

This report, entitled Educational Standards, consists of three parts:

- I. Standards for the Approval of Schools
- II. Standards for Area Vocational Schools and Community Colleges
- III. Standards for Extracurricular Interscholastic Competition

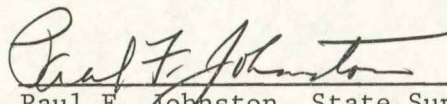
In developing these standards, extensive use of suggestions of advisory committees, school officials, and citizens at large was made. However, for the standards reported in Parts I and III, the State Board of Public Instruction made all final decisions as to the wording of the standards. The standards in Part II were adopted jointly with the State Board of Regents. The advisory groups and individuals who assisted are not in any way regarded as responsible for the final form in which the standards were adopted by the official boards.

Respectfully submitted,



---

C. W. Antes, President  
State Board of Public Instruction



---

Paul F. Johnston, State Superintendent  
and Executive Officer  
State Board of Public Instruction



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# *part one*

## STANDARDS FOR THE APPROVAL OF SCHOOLS

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



STATE ADVISORY COMMITTEE ON STANDARDS

for

APPROVAL OF SCHOOLS

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Ankeny Senior High School  
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STEPS IN THE DEVELOPMENT  
OF STANDARDS  
FOR THE APPROVAL OF SCHOOLS

The Sixty-first General Assembly (section 257.25, 1966 Code of Iowa) directed the State Board of Public Instruction to establish standards for the approval of all public and nonpublic schools covering a wide range of areas including administration, school staffing, teacher qualifications and assignment, facilities, equipment, grounds, graduation requirements, instruction, instructional materials, maintenance, and extra-curricular activities. Furthermore, the State Board of Public Instruction was directed to report these standards to the Sixty-second General Assembly.

The State Board of Public Instruction adopted standards for the approval of schools on November 16, 1966. They have been approved by the Attorney General as to form and legality (December 12, 1966) and the Iowa Legislative Rules Review Committee has also approved them (December 13, 1966).

Under the direction of the State Board of Public Instruction, a cooperative approach involving public and nonpublic school officials, school patrons, and citizens in general was followed in the development of these standards.

Among the steps in the development of the proposed Standards for the Approval of Schools were the following:

1. Temporary committee composed of staff members of Department of Public Instruction was appointed to work during the summer of 1965 on the identification of problems and questions relating to the development of standards.
2. Questions relating to the standards law were submitted to the Attorney General in the fall of 1965.
3. State Advisory Committee on Approval Standards was authorized by the State Board of Public Instruction in the fall of 1965 and its members nominated and appointed.
4. Opinion of Attorney General regarding questions submitted was dated January 24, 1966.
5. Four meetings of the Advisory Committee were held during the year of 1966: February 25, September 8, October 11, and November 3. This group met on January 10, 1967, for a discussion of the standards as formally adopted.
6. Four successive editions of the proposed standards were prepared and revised in response to suggestions received: August 10, 1966; September 20, 1966; October 11, 1966; and October 20, 1966.



7. In addition to the Advisory Committee and the State Board of Public Instruction, many persons and agencies made contributions to the development of these approval standards: public and nonpublic school administrators, Advisory Committee on Nonpublic Schools, Iowa Association of School Boards, Iowa State Education Association, staff of Department of Public Instruction, and others.



T E X T   O F   S T A N D A R D S  
for the  
A P P R O V A L   O F   S C H O O L S

Be it Resolved by the State Board of Public Instruction:

Pursuant to authority conferred by section 257.25, Code of Iowa, and in compliance with the requirement thereof, and for the purpose of implementing the same, Chapter 3 of the Rules and Regulations of the Department of Public Instruction, appearing at pages 391 to 397, 1966 I. D. R., is hereby rescinded, and the following adopted in lieu thereof:

CHAPTER 3

APPROVED SCHOOLS AND SCHOOL DISTRICTS

Division I

General Standards

3.1 (257) General Standards

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

3.1 (1) Educational units governed by standards. The following standards shall govern the approval of all schools and school districts operated by public school corporations and the approval of all schools operated under nonpublic auspices. "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, Code of Iowa, 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 the information gained by the staff of the department of public instruction concerning 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 ( $5\frac{1}{2}$ ) hours for all grades above the third; four (4) hours for grades one, two, and three, respectively; and two and one-quarter ( $2\frac{1}{4}$ ) hours for both the kindergarten and the nursery school. These minimum hours shall be exclusive of the lunch period.

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

3.2 (13) Day of attendance. A day of attendance shall be a day during which a pupil was present, for at least the above-prescribed minimum number of hours, under the guidance and instruction of the teachers. When a nursery



school or a kindergarten is limited to half-day sessions, each half-day session attended by a pupil shall count as a day of attendance. A day of more than the minimum number of hours may not be counted as more than one day. Pupils shall not be counted in attendance on a day when school was dismissed for an improvement-of-instruction institute or other educational meeting.

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

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

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

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

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

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

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

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



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

### Division III

#### Administration

#### 3.3 (257) Administration

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

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

3.3 (2) Report of nonpublic school instruction. Between September 1 and October 1 of each year the secretary of each public school board shall request from each nonpublic school located within the public school district a report of school instruction and attendance as required by section 299.3 of the Code of Iowa. 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, Code of Iowa. Two half-day meetings shall be regarded as equivalent to a one-day meeting.



3.3 (6) Time loss adjustment. Time loss adjustment 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 standards 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 standard 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 standards 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 standard 3.4 (2).

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

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



3.3 (14) Permanent office records and cumulative records of pupils.

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

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

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

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

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

#### Division IV

#### 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, Code of Iowa, or in one of the other noninstructional professional areas designated by the state board of public instruction, shall be eligible for classification as a member of the noninstructional professional staff of the school or school system in which he is employed.

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

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

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

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

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

3.4 (8) Required administrative personnel. Each board that operates a school system consisting of both elementary schools and secondary schools shall employ as its executive officer and chief administrator a person who holds a teacher's certificate endorsed for service as school superintendent. In addition, no later than September 1, 1970, this board shall place a certificated secondary-school principal in direct charge of each secondary school and a certificated elementary-school principal at the head of each elementary school. Not more than one secondary school shall be assigned to one secondary-school principal. Not more than two elementary schools shall be assigned to one elementary-school principal. Where only a secondary school is operated by a board, the school shall be in direct charge of a secondary-school principal. Where only an elementary school is operated by a board, the school shall be in direct charge of an elementary-school principal.

3.4 (9) Staffing policies--elementary schools. The board operating an elementary school organized as defined in standard 3.2 (3), or, alternatively, organized according to a plan submitted in accordance with the



procedures described in standard 3.1 (6), 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 standard 3.2 (8), or, alternatively, organized according to a plan submitted in accordance with the procedures described in standard 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 non-class services mandated by section 257.25 (a), (b), and (c) of the Code of Iowa; (b) the maximum pupil enrollment in each class; (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, Code of Iowa.

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, Code of Iowa.

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, and 321 (section 321.177), Code of Iowa, 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, Code of Iowa. The required services shall be those defined in the rules and regulations of the state board of public instruction implementing Chapter 281, Code of Iowa, 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 standards 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 standard 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 standard 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 coordinated throughout all elementary- and secondary-school grades, shall include the use of comparable tests that have yielded stabilized and consistent year-to-year data about pupils' development in relation to specified educational objectives. The school staff shall show how teacher-made tests, observational records, and informal (and largely subjective) appraisals of pupils' development fit into this program. The 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 recommendations of pupils, parents, and professional staff members obtained through surveys, discussion groups, conferences, and questionnaires.

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

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



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

3.5 (14) Guidance services in elementary schools. Effective September 1, 1970, the board shall institute 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, Code of Iowa. This program and all subsequent revisions thereof, when adopted by the board, shall be recorded in its minutes.

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

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

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

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

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

3.6 (2) Pupil activity program in elementary schools. Elementary schools shall have a broad and balanced pupil activity program, closely integrated with the instructional program, and designed to help pupils achieve maximum personal development. 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 building and grounds shall be so maintained as to provide a safe and healthful environment.

Division VIII

3.8 (257) (Reserved)

Division IX

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

Adopted at a meeting of the State Board of Public Instruction held at Des Moines, Iowa, on the 16th day of November, 1966.

(Signed)C. W. ANTES  
President, State Board of  
Public Instruction

APPROVED  
DATE December 12, 1966

(Signed)NOLDEN GENTRY  
Attorney General

(Signed)PAUL F. JOHNSTON  
State Superintendent of Public  
Instruction

APPROVED  
DATE December 13, 1966

(Signed)ADOLPH W. ELVERS  
Chairman, Departmental Rules  
Review Committee



# EXPLANATIONS OF STANDARDS

for the

## APPROVAL OF SCHOOLS

The explanations which follow have been prepared for those standards that have appeared to need further discussion or interpretation. It is anticipated that these explanations will be included in an administrator's handbook to be published by the State Board of Public Instruction. Each explanation has been numbered to correspond to the standard to which it refers and the page location is also indicated.

3.1 (2) School board (p. 7). This standard affirms the well-established principle that the functions performed by a board should be separate from the functions carried out by its staff. The board assumes the responsibilities of establishing and maintaining the school, of establishing policies, and of employing a staff consisting of instructional and noninstructional professional personnel and auxiliary persons. The staff executes the policies, performs the teaching and service functions, and conducts the day-to-day operations of the school.

3.1 (3) Application for approval (p. 7). The decision to seek approval for its school or school district is optional with the board. Strictly speaking, there is no legal requirement that any school shall operate as an approved school.

There are good reasons for a board to operate an approved school or school district. When a school is approved, school patrons, parents, and the pupils attending it are assured that certain standards of excellence have been met. Graduates of approved high schools--public and nonpublic--tend to be more readily admitted to post-high school educational institutions. Furthermore, public school districts that are nonapproved are not entitled to receive state financial aid during the period of noncompliance with approval standards. In addition, parents who have children eligible for school attendance may, during the period of noncompliance, request the county board of education to designate their children to an approved school. When such a designation is made, the district of residence must pay the tuition and transportation costs.

3.1 (4) Approved schools and school districts (p. 7). During the 1965-1966 school year, the State Board of Public Instruction approved almost all the schools and school districts in Iowa, except the nursery schools. In some instances it was necessary to cite certain "self-executing" regulations contained in the approval-standards law that were not being met.

The "self-executing" parts of the approval-standards law may be found by referring to section 257.25, Code of Iowa, and to the Attorney General's opinion of January 24, 1966, relating to it.

Standard 3.1 (4) assures school officials that once their school is included on the approved list, it will remain approved until such time as it might become nonapproved because it failed to comply with the standards.



3.1 (5) When nonapproved (pp. 7-8). The removal of a school or school district from the approved list happens only after at least one year has elapsed following the date on which it has been given official notice specifying the reasons for removal. If, during this one-year interval, the school or school district satisfies the State Board of Public Instruction that it will thereafter comply with the laws, approval standards, rules and regulations, the State Board shall continue it on the approved list. In addition, there are provisions for a public hearing before the State Board if requested by the local board. Further information can be secured by direct reference to the text of the approval-standards law.

3.1 (6) Innovative programs (p. 8). The standards herein have been developed to apply to typical situations in schools and school systems. Experience gained in applying these standards will reveal changes that are needed. These standards will be amended from time to time to meet new situations that occur in significant numbers. Standard 3.1 (6) is an invitation to school officials to make changes which appear to be desirable and to evaluate their effectiveness in achieving the goals sought.

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

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

3.1 (7) Provisional approval (p. 8). Although the State Board of Public Instruction, at its discretion, may grant provisional approval to any school or school system, this standard is intended primarily for use in connection with those already-existing schools--nonpublic nursery schools are an example--which, while making progress, are not able immediately to make the adjustments necessary to qualify in all respects for full approval.

3.2 (1) Nursery school (p. 8). The approval-standards law requires the State Board of Public Instruction to develop approval standards and apply them to public and nonpublic nursery schools.

Although there is a law, section 281.2, Code of Iowa, which contains the provision that children of nursery-school age who require special education may be served in public schools, the typical nursery school in Iowa is operated under nonpublic auspices. Such nonpublic nursery schools, according to an Attorney General's opinion dated June 4, 1947, must be licensed as children's boarding homes as defined in Chapter 237, Code of Iowa. Accordingly, the Iowa Department of Social Welfare developed standards for nurseries. (See 1966, Iowa Departmental Rules, pp. 656-659). Thus, even though the State Board of Public Instruction has now been given the responsibility for establishing standards for the approval of nursery schools, it still remains necessary--in case of nonpublic sponsorship--for "applicable" standards covering licensing of children's boarding homes to be met.



3.2 (4) Junior high school (p. 9). In a general way our schools may be classified as elementary- or secondary-schools. Prior to 1900, the elementary school almost always extended up through the eighth grade and the secondary school consisted of the four grades, nine through twelve. But, in recent years, there has been a strong trend toward regarding the secondary school as comprising the six grades, seven through twelve. A common practice is to organize junior high schools to include grades seven, eight, and nine; and senior high schools consisting of grades ten, eleven, and twelve. Another common organizational arrangement of secondary schools consists of the "undivided junior-senior high school" including grades seven through twelve within a single administrative structure. Standard 3.2 (8), page 9, defines four different organizational patterns for secondary schools.

Within the very recent past and persisting at the present time, support has developed for an organizational pattern called the "middle school." This school would remove grade six from the elementary school resulting in a school comprising grades six, seven, and eight. A recent report by a committee on accreditation standards for junior high schools states that, according to its definition, the junior high school must include grades seven and eight and that it should include either grade nine or grade six. Still another group of secondary-school educators has issued a report entitled Guidelines for Junior High and Middle School Education.

The State Board of Public Instruction did not include the middle school in its definition of a junior high school. But standard 3.1 (6), see page 8, does encourage school officials to carry on responsible innovative practices. Several Iowa school officials have indicated that they are planning to organize middle schools consisting of grades six, seven, and eight. If such an innovation proves out in practice, the definition of the term "junior high school" may, at the discretion of the State Board of Public Instruction, be broadened to include an additional organizational pattern for this school; namely; grades six, seven, and eight.

3.3 (8) School system organizational structure (p. 12). See standard 3.1 (6) for the regulation explaining the procedure a board must follow when applying for approval of an organizational structure that does not fit all standards outlined herein.

3.3 (9) Elementary school organization (p. 12). See interpretation that follows standard 3.3 (8).

3.3 (10) Secondary school organization (p. 12). See interpretation that follows standard 3.3 (8).

3.3 (13) Pupil accounting system (p. 12). Section 257.18 (11), Code of Iowa, makes specific reference to the responsibility of the State Superintendent of Public Instruction and the State Board of Public Instruction, respectively, to prepare forms and develop procedures relating to pupil accounting.

3.5 (4) Educational program--description and filing (p. 16). This description--once prepared, adopted by the board, and filed with the State Department of Public Instruction--will need to be updated only when changes relating to self-executing requirements of law or changes not relating to legally-mandated parts of the educational program are made.



3.9 (1) Budget for in-service growth (p. 22). Iowa's standards for the pre-service preparation of teachers leading to the issuance of teachers' certificates guarantee that each teacher will come to his teaching task equipped with certain minimum qualifications. But, in today's world, it is more important than ever before that the teacher's knowledge and professional competencies be kept up to date and growing.

There are at least two "centers of responsibility" for in-service growth. First, each individual teacher separately has the obligation to improve himself. Second, cooperatively planned and executed in-service programs involving the professional staff of each school system directed toward meeting local problems are invaluable. An increasing number of school boards are including budgetary allocations to facilitate both of these types of in-service education.

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



# *part two*

STANDARDS FOR AREA VOCATIONAL SCHOOLS  
AND COMMUNITY COLLEGES



STATE ADVISORY COMMITTEE

on

COMMUNITY AND JUNIOR COLLEGES

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\*Filed resignation with Governor, summer of 1966.



JOINT STUDY COMMITTEE

of

STATE BOARD OF PUBLIC INSTRUCTION

and

STATE BOARD OF REGENTS

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\*\*Now dean, Marshalltown Community College, Marshalltown.



## STEPS IN THE DEVELOPMENT OF STANDARDS

for the

### APPROVAL OF AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

The Sixty-first General Assembly (section 280A.33), 1966 Code of Iowa) required the State Board of Public Instruction and the State Board of Regents, acting jointly, with the advice of the State Advisory Committee on Community and Junior Colleges, to establish approval standards for such institutions, and it listed the points to be covered in such standards.

The State Board of Public Instruction (section 257.25, 1966 Code of Iowa) was directed to report these standards to the Sixty-second General Assembly.

The State Board of Public Instruction and the State Board of Regents, meeting in joint session on July 14, 1966, adopted the standards appearing in Part Three (pages 57 to 67) herein. The law (sections 257.25 and 280A.25) empowers the State Board of Public Instruction to establish standards for the approval of area vocational schools. This board, in adopting standard 5.13 (280A), page 47, has provided that--with the exceptions noted in that standard--the standards outlined for area community colleges shall govern the approval of area vocational schools.

Among the steps in the development of the proposed Standards for Area Vocational Schools and Community Colleges were the following:

1. Within a few months after the Sixty-first General Assembly adjourned, the State Board of Public Instruction authorized the appointment of a committee from the staff of the State Department of Public Instruction to work jointly on standards with the Regents Committee on Educational Relations which is representative of the three state institutions of higher education and which was assigned to the project by the State Board of Regents.

Since both vocational-technical education and education in the arts and sciences were to be included in area community colleges, it is significant that persons competent in both fields were included in this joint study group.

2. The Joint Study Committee of the State Board of Public Instruction and the State Board of Regents met frequently during the winter and spring of 1966, and developed a draft of approval standards for consideration by the two state boards. A representative of the State Advisory Committee on Community and Junior Colleges met with the group at one of its work sessions. Various other groups and individuals gave valuable assistance.
3. On June 17, 1966, the State Advisory Committee on Community and Junior Colleges, meeting with the State Board of Public Instruction, indicated its approval of the draft of the standards.



4. The State Board of Public Instruction and the State Board of Regents, meeting in joint session on July 14, 1966, made certain changes and officially adopted the standards in the form that they appear herein.



TEXT OF STANDARDS  
for  
AREA VOCATIONAL SCHOOLS  
and  
COMMUNITY COLLEGES

Be it Jointly Resolved by the State Board of Public Instruction and the State Board of Regents:

Pursuant to authority conferred by section 280A.33, 1966 Code of Iowa, and the advice of the state advisory committee on community and junior colleges, and for the purpose of implementing chapter 280A, 1966 Code of Iowa, the following approval standards for merged area vocational schools and community colleges are hereby adopted:

(To be inserted in departmental rules appearing at 1966 I.D.R. 401.)

CHAPTER 5

AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

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, Code of Iowa.

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 authorizing 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 standard 5.5 (280A), and if, to the satisfaction of the state board of public instruction, it: (1) is able to provide classes of reasonable economic size as needed by students of the merged area, (2) meets the needs of the students of the merged area in terms of available curricula as evidenced by periodic geographical area occupational surveys, and (3) 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 (1) a summary of the secondary school records, (2) original copies of official transcripts on intransferring students, (3) 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, cooperate with the directors and department heads, and cooperate 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: (1) statement of institutional policy; (2) listing of administrative, faculty, and staff personnel; (3) curricular offerings; (4) all courses by course number, title, credit hours, and description; (5) admission requirements; (6) retention standards; (7) graduation requirements; (8) grading system; (9) rules of conduct; (10) college costs; and (11) 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 pre-professional 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 technical 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 cooperative 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: (1) offerings comprising the first two years of college work including pre-professional education, and (2) 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 pre-professional 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. Provisions 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 is 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: (1) business, (2) English, (3) the fine arts, (4) foreign languages, (5) mathematics, (6) physical education, (7) sciences, (8) social science, and (9) 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 15 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: (1) agriculture, (2) distribution, (3) health occupations, (4) home economics, (5) office occupations, (6) trade and industry, and (7) 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 section 5.4 (4); in other fields as set forth in section 5.4 (2). For all adult general education classes, the instructor shall display (1) a genuine interest in teaching, (2) evidence of proficiency in the area of instruction, and (3) 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, coordination, and other assignments provided that this limitation does not include continuing education or supplemental programs. When the teaching assignment includes classroom subjects (nonlaboratory and non-shop), 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 cooperation with his departmental staff in: (1) development of a departmental curriculum responsive to the needs of the principal types of prospective students and occupations; (2) determination and administration of a departmental testing program; (3) participation with the administration in employing and promoting staff members; (4) conduct of in-service education, and (5) leadership and stimulation of the experienced members of the department.

5.4 (8) Faculty development. The administration of the college shall encourage the continued development of faculty potential by: (1) regularly stimulating department chairmen or heads to meet their responsibilities in this regard; (2) lightening the teaching loads of first-year instructors whose course preparation and in-service training demand it; (3) stimulating faculty research and curricular evaluation; (4) underwriting the expenses of faculty attending national meetings of professional organizations related to their teaching areas; (5) maintaining a program of leaves for experienced faculty who need the refreshment of travel or advanced study; and (6) 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.

#### 5.5 (280A) Curriculum

5.5 (1) Arts and sciences. The first two years of college work including pre-professional education shall be offered in the division of arts and sciences, and this work shall provide courses in: (1) business, (2) English, (3) the fine arts, (4) foreign languages, (5) mathematics, (6) sciences, (7) social sciences, and (8) 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: (a) agricultural education, (b) distributive education, (c) health occupations education, (d) home economics education, (e) office occupations education, (f) trade and industrial education, and (g) 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 pre-freshman 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 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. The term "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. The term "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. The term "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 standard 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 standard 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 standard 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 of 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 standard 5.8 (3) a. herein.

5.8 (3) Collections.

- a. An area community college with an enrollment up to 1000 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 25 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.

#### 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.

- a. 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.



- b. 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.

- c. 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.
- d. 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 teams 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 seems warranted. The head of the institution shall have an opportunity to file supplementary statements or data. The state department of public instruction shall distribute copies of the report, the self-study, any supplementary 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 efforts 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 paragraph 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 pre-professional 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.

Adopted at a joint meeting of the State Board of Public Instruction and the State Board of Regents held at Ames, Iowa, on July 14, 1966.

(Signed) C. W. ANTES  
President, State Board of  
Public Instruction

(Signed) STANLEY F. REDEKER  
President, State Board of  
Regents

(Signed) PAUL F. JOHNSTON  
Executive Officer, State  
Board of Public Instruction

(Signed) DAVID A. DANCER  
Secretary, State Board of  
Regents

Examined and Approval Attached  
Date October 6, 1966

Approved  
Date October 10, 1966

(SIGNED) NOLDEN GENTRY  
Attorney General

(SIGNED) ADOLPH W. ELVERS  
Chairman, Departmental Rules  
Review Committee



E X P L A N A T I O N S   O F   S T A N D A R D S  
for the  
A P P R O V A L   O F   A R E A   V O C A T I O N A L   S C H O O L S  
and  
C O M M U N I T Y   C O L L E G E S

The explanations which follow have been prepared for those standards which have appeared to need some interpretation. It is anticipated that these explanations will be included in an administrator's handbook to be published by the State Board of Public Instruction. The explanations have been numbered to correspond to the standards to which they refer.

5.2 (1) Accreditation (p. 33). Institutional accreditation is carried on nationwide chiefly through voluntary regional accrediting agencies composed of member institutions. Regional accreditation for Iowa is by the North Central Association of Colleges and Secondary Schools.

State approval of area community colleges in Iowa is accomplished by meeting standards outlined and adopted jointly by the State Board of Public Instruction and the State Board of Regents.

As provided by law and defined by the state boards, an area community college must offer vocational and technical programs. Thus, when the two state boards, acting under their joint authority, establish minimum standards for area community colleges, they are, at the same time, establishing standards for area vocational schools.

5.2 (2) Area community college (p. 33). An area community college and an area vocational school must offer instruction in at least five vocational-technical fields for federal funding purposes. A merged area may operate an area vocational school without offering academic transfer programs.

5.3 (1) Superintendent (p. 33). This standard--see also standards 5.3 (4), 5.3 (5), 5.4 (280A) and 5.11 (280A)--cites the necessity for the superintendent to be the holder of a teacher's certificate endorsed for service as superintendent of an area vocational school or community college. The detailed standards for various types of teachers' certificates appear under the heading "Public Instruction" in I. D. R., Title XI, Teachers.

5.3 (2) Administrative assistant (p. 34). The administrative assistant should hold a master's degree granted by an institution approved by the State Board of Public Instruction, with specialization in one of the following: (1) administration, (2) supervision or curriculum including emphasis in the vocational-technical area, (3) guidance and counseling.

He should have had three years of successful teaching experience.

5.3 (3) Business manager (p. 34). The business manager should hold no



less than a bachelor's degree in accounting or in business administration with thorough preparation in accounting. He should have demonstrated competence through work experience in bookkeeping, financial accounting, and business management, preferably in an educational or school system. A school administrator with preparation in school finance should be regarded as eligible.

5.3 (4) Director (p. 34). Standard 5.3 (6) outlines the divisions which each area community college shall have and provides that there shall be a director for each division.

5.3 (5) Chairman or department head (p. 34). The chairman or department head will be responsible to a director for activities similar to one of the following examples:

- a. Responsible for supervising a department, for example, mathematics department. Whenever more than one teacher is used in a single type of instruction, one should be designated as head instructor.
- b. Responsible for supervising the staff in a cluster of occupations, for example, the health occupations cluster which might include practical nursing, surgical technician, medical assistant, and medical laboratory assistant.
- c. Responsible for supervising a whole sphere of programs, for example, adult occupational education or adult general education.
- d. Responsible for supervising an area of activity at an attendance center, for example, vocational-technical education.

5.3 (6) Administrative structure (p. 34). There is need for reasonable uniformity of administrative structure among the educational institutions operated throughout Iowa by merged area boards if order is to be provided within the statewide system. Standard 5.3 (6) provides a base upon which such a structure can be built while giving enough flexibility to allow for differences among institutions.

5.3 (9) Student records and transcripts (p. 35). The American Association of Collegiate Registrars and Admissions Officers issues An Adequate Permanent Record and Transcript Guide. Any transcript which meets the criteria set forth in this publication will be satisfactory. (The Guide may be obtained free of charge from Publications Office, American Council on Education, 1785 Massachusetts Avenue, Washington, D. C. 20036.)

5.3 (10) Registrar (p. 35). The registrar should meet the qualifications of an instructor or an administrator and be considered an ex officio member of the faculty of each division.

5.3 (11) Admissions officer (p. 35). The admissions officer should meet the same qualifications as the registrar. He must work closely with the registrar since he is collecting the basic data for which the registrar becomes responsible after the student has been admitted and enrolled. In small institutions both positions of registrar and admissions officer may be held by the same person.



5.4 (1) Certificate and preparation in field of instruction (p. 38). The certificate is the legal license to teach. The detailed standards for various types of teacher's certificates appear under the heading "Public Instruction" in the I. D. R., Title XI, Teachers.

The standards of preparation in respective fields of instruction which faculty members must meet in order to be regarded as approved for their assignments are based on the assumption that these persons have become eligible to hold an appropriate certificate as indicated in standard 5.4 (1). Items 5.4 (2), 5.4 (3), 5.4 (4), and 5.4 (5) include these standards of preparation.

5.4 (2) Approval in area in arts and sciences (p. 38). It is recognized that it may not always be possible, in any given year, for all members of a faculty in arts and sciences to be assigned to classes strictly in accordance with the "letter" of this standard. Accordingly, the State Department of Public Instruction, at its discretion, extends temporary approval to instructors who are making annual progress toward meeting the full requirement for approval for the teaching being done, provided the employing officials secure such temporary approval in advance of making the assignment.

Graduate schools which offer approved programs designed to prepare faculty members for teaching in the arts and sciences in area community colleges are asked by the Department to recommend persons who have completed such programs and to indicate the field or fields in which they have achieved a graduate major or the equivalent thereof.

Until such time that the typical applicant for a position as area community college instructor graduates from a planned program of preparation and has the positive endorsement of the graduate school where he has been prepared, the Department must determine eligibility for approval by a direct examination of official transcripts. The material which follows has been developed to indicate the dimensions within which such decisions will be made. It should also prove useful to graduate schools in the planning of programs of preparation.

The following outline is intended as a guide to graduate schools preparing persons to teach in area community colleges and administrators of such institutions who employ and assign faculty members to work in these institutions:

1. Business
  - a. Accounting (See 5.4 (3) a.)
  - b. General business
    - (1) Business law
    - (2) Business management
    - (3) Marketing
    - (4) Retailing
    - (5) Salesmanship



Comment on general business. General business is here regarded as the principal field. The subjects or courses listed under this heading are illustrative only. There would be many others which could be thus classified. The person who was approved in general business, as a result of a graduate program which gave well-balanced attention to this broad field, would be approved for all individual subjects which could be judged as falling into this classification.

c. Economics (See social sciences.)

d. Skill areas (See 5.4 (3) e.)

- (1) Office machine operation
- (2) Shorthand
- (3) Stenography
- (4) Typewriting

2. English

The instructor's junior, senior, and graduate level preparation should consist of at least fifty semester hours of work in English, including at least three courses in the theory of rhetoric and its application in advanced composition, two courses in the history and structure of the English language, and two courses in the critical approaches to literature. Courses in speech, journalism, and education must not count toward these minimum requirements unless they are accepted for English credit in the institutions in which they are taken.

3. The fine arts

(Guidelines yet to be developed)

4. Foreign languages

The instructor should have at least enough proficiency to meet the "good" level on the Modern Language Association Foreign Language Proficiency Tests for the language he teaches. Minimum scores for this level should be determined by the Regents Committee on Educational Relations.

5. Mathematics

The instructor in mathematics should have twenty-four semester hours in graduate level mathematics including work in three of the following areas: (1) algebra (linear algebra and matrix theory, abstract algebra, group theory), (2) geometry (topology, projective geometry, differential geometry), (3) analysis (advanced multivariable calculus, introductory real variable theory, complex analysis), and (4) applied mathematics (advanced ordinary differential equation, numerical analysis, approximation theory, statistics, probability).

6. Physical education

(Guidelines yet to be developed)



## 7. Sciences

### a. Biology

The instructor should have a master's degree in a biological discipline (anatomy, bacteriology, biochemistry, biology, botany, genetics, physiology, zoology, etc.).

Junior, senior, and graduate level preparation should include the following:

One year of college physics, chemistry through organic, background in cellular chemistry.

Zoological background, general genetics, bacteriology, including laboratory, ecology, cell biology.

Introductory botany including a survey of the plant kingdom, field botany or plant taxonomy, plant physiology and plant anatomy.

### b. Chemistry

The instructor as a part of his master's degree program in chemistry should have graduate work in each of the following fields: inorganic, organic, physical, and analytical are recommended. If an instructor is to teach courses in a given area, he should have graduate training in this particular discipline. For example, if he is giving a course in organic chemistry, he should have graduate work in this field.

### c. Geology or earth science

(Guidelines yet to be developed)

### d. Physics

(Guidelines yet to be developed)

## 8. Social sciences

The instructor must have a graduate major in one of these principal fields: economics, geography, history, political science, or social science.

While an instructor will not be required to complete a second master's degree in order to be approved in a second principal field, he should be required to complete the minimum preparation for approval in that field as outlined herein.

### a. Economics

The instructor should have forty semester hours of junior, senior, and graduate level preparation in economics including in this total supporting work from other social science areas.



b. Geography

The instructor should have forty semester hours of junior, senior, and graduate level preparation in geography including in this total supporting work from other social science areas.

c. History

The instructor should have fifty semester hours of junior, senior, and graduate level preparation distributed among the history of the United States, European history, and other areas of the world with a minimum of twenty hours in United States history and twenty hours in European history. If teaching exclusively one area of history, the twenty hours should be exceeded.

d. Political science

The instructor should have forty semester hours of junior, senior, and graduate level preparation in political science including in this total supporting work from other social science areas.

e. Social science (comprehensive preparation)

(Guidelines yet to be developed)

9. Speech

If the instructor is to teach public speaking, his preparation should include a graduate level course in the theory of argument (following a course in practical argument), a graduate level course in group communication (following a practical course in discussion), a course in the history of rhetorical theory and a course in the history of public address or speech criticism or semantics. If the instructor is to teach theater courses or direct plays, his preparation should include a graduate level course in dramatic theory, a practical course in play production, a course in the history of the theater, and courses or experience in acting and directing.

A person with these qualifications would not be eligible to accept an assignment as a speech pathology instructor. If such a person were to be employed, he would need to be prepared as a speech pathologist.

5.4 (4) Approval in areas in vocational-technical education (p. 39). Typically, vocational and technical education programs are reimbursed to some degree. They are developed in cooperation with advisory committees and in accordance with the provisions of the Iowa State Plan for Vocational Education filed with and approved by the U. S. Office of Education. As a consequence, matters relating to the approval of persons who are to be instructors are clarified as the programs are being developed and approved.



5.4 (7) Faculty organization (pp. 39-40). The leadership responsibilities listed in this standard, in practice, should be expanded somewhat as follows:

1. Development of a departmental curriculum responsive to the needs of the principal types of prospective students in the clientele and, when pertinent, to the standards of the occupations or of the institutions of higher learning which the students tend to enter at the end of their two years of attendance at the area community college.
2. Determination and administration of a departmental testing program, where appropriate, which, as a supplement to any general placement measures used by the institution, is employed to place students at the levels or in suitable courses for optimum learning in the departmental curriculum.
3. Participation with the administration in employing and promoting members of the department and in deciding what equipment and facilities are necessary for the department to function best.
4. Conduct of in-service education helping staff members understand the departmental contribution to the total program of the institution and to assess their own commitment to it, to understand the nature of the students and some of the teaching procedures effective with them, and to utilize the resources of the institution, the community, graduate schools, and appropriate professional organizations.
5. Leadership and stimulation of the members of the department in advising the library staff of desirable acquisitions, by holding departmental meetings devoted to problems of curriculum and teaching, and by encouraging his staff to strengthen their potential through advanced study in the areas of their greatest need related to their teaching, through participation in professional organizations related to their teaching, and through individual study which, when original, culminates in publication of scholarly or professional writing.

5.6 (280A) Community services (p. 41). The law authorizing the creation of merged area districts with provisions for the establishment and operation of area vocational schools and area community colleges went a step further. It specified that, among other things, there were to be provided "to the greatest extent possible," community services.

Standard 5.6 is stated in general terms. It makes it possible for imagination, initiative, and cooperation to operate freely as these services are developed. Its inclusion makes it clear that, when approval procedures as outlined in standard 5.12 (280A), pages 45, 46, and 47, are followed, the adequacy of the institution's community services will be appraised.

Musical, theatrical, and other community events are rather obvious types of service which will be included in most situations. Equally important, however, are community service activities which are directed toward leadership development, development of groups such as golden age clubs, discussion forums, and community betterment organizations of various types; and consultative services by faculty members as answers to clearly identified



community problems are sought. Communication between the area institution and the people in the merged area served by it should be regarded as a "two-way street." As a consequence, both the institution and the community which it serves will strengthen and improve each other.

5.8 (2) Expenditures (p. 43). The standards outlined herein are regarded as attainable by an area institution over a period of years. It is recognized, however, that, on the basis of an unusual situation, the State Department of Public Instruction might recommend to the State Board of Public Instruction and the State Board of Regents that an institution be approved even though the expenditures for a given year fall below the level specified in this standard.

5.11 (280A) Student personnel services (pp. 44-45). One of the unique features of the two-year area institution operated by a merged area board is its emphasis on the student-centered approach to education. The position that personnel services, especially counseling services, are more important in the area community college and area vocational school than in other institutions of post-high school education is substantiated by the variety and complex nature of decisions which students must make and by the heterogeneity of the student population. In order to meet the needs of students in this respect, an adequate and effective program of student services needs to be maintained by such an institution. The employment of professional specialists to head such a program, as indicated in the standard, is essential. Even so, most services to succeed will require the interest, concern and involvement of the faculty.

Extracurricular activities, counseling, housing, and health are the terms used to designate the services which students need as well as the instructional services for which the area institution is established and maintained. Additional personnel services such as orientation, financial aids, student employment, and other necessary services will be provided. When these personnel services are amply provided and ably administered, student effectiveness is enhanced. To an important degree, these services are properly considered as integral parts of each student's educational experience and career preparation.

5.12 (2) c. Procedures after second year of operation (p. 46). The staff member of the State Department of Public Instruction who visits the institution each year to "supplement and verify" its annual report should not serve as a voting member of the examination team which visits the institution at five-year intervals.

5.12 (2) d. Provisional approval of an institution should not be granted for a continuous period of time greater than three years.

5.13 (280A) Standards for area vocational schools (p. 47). The law (sections 257.25 and 280A.25) provides that the State Board of Public Instruction shall establish standards for the approval of area vocational schools. In adopting standard 5.13 (280A), the State Board has provided that--with the exceptions noted in the standard--the standards outlined for area community colleges shall govern the approval of area vocational schools.



# *part three*

STANDARDS FOR EXTRACURRICULAR  
INTERSCHOLASTIC COMPETITION



STATE SUBCOMMITTEE

for

EXTRACURRICULAR INTERSCHOLASTIC COMPETITION

I. Members of Governing Boards

A. Boys Athletic Association

Herbert Adams, Principal  
Ames High School  
Ames, Iowa

B. Girls' Athletic Association

James Kelly, Principal  
Mediapolis High School  
Mediapolis, Iowa

C. Iowa High School Music Association

Boyd Shannon, Superintendent  
Monticello Community School  
Monticello, Iowa

D. Iowa High School Speech Association

A. S. Carlsen, Principal  
Shenandoah High School  
Shenandoah, Iowa

II. Iowa High School Principal's Association

Paul Eckert, Principal  
West High School  
Davenport, Iowa

III. Iowa Association of School Administrators

Robert E. Horsfall, Superintendent  
Serving as Chairman of Subcommittee  
Perry Community School  
Perry, Iowa

IV. Members of Local Boards of Education

Harry Arthur, President  
West Central School Board  
Hawkeye, Iowa

Jack Tatman, President  
Spirit Lake School Board  
Spirit Lake, Iowa



F. E. Phillips, President  
Fort Dodge School Board  
Fort Dodge, Iowa

V. Private Schools

Monsignor Joseph E. Tolan  
St. Mary's Church  
Humboldt, Iowa

VI. Department of Public Instruction

Paul F. Johnston, State Superintendent  
Serving as Chairman of Subcommittee  
State Office Building  
Des Moines, Iowa

William M. Baley, Consultant  
Planning and Development  
State Office Building  
Des Moines, Iowa



STEPS IN THE DEVELOPMENT  
of  
RULES AND REGULATIONS  
for  
EXTRACURRICULAR INTERSCHOLASTIC ACTIVITY ORGANIZATIONS

Under section 257.25, subsections 9 through 12, 1966 Code of Iowa, the Sixty-first General Assembly of the Iowa Legislature conferred upon the State Board of Public Instruction the responsibility for developing rules and regulations to govern organizations which sponsor and control interscholastic competition. The act also requires each organization to register with the Department of Public Instruction and submit financial statements at stated intervals. The organizations affected as a result of the definition within this act are as follows:

1. Iowa Girls' High School Athletic Union
2. Iowa High School Speech Association
3. Iowa High School Music Association
4. Iowa High School Athletic Association

The State Board of Public Instruction adopted standards relating to extracurricular interscholastic competition on October 20, 1966. They have been filed with the Attorney General for approval as to form and legality and approved by the Iowa Legislative Rules Review Committee. The State Board is also required to file these standards in a report directly to the Sixty-second General Assembly.

Under the direction of the State Board, a cooperative approach involving public and nonpublic school officials was followed in the development of these standards. The subcommittee, personnel in the State Department of Public Instruction and the State Board of Public Instruction worked for a period of nine months to develop the required rules and regulations.

Among the steps in the development of the proposed regulations relating to extracurricular activities, contests, competitions, and organizations were the following:

1. The Subcommittee for Interscholastic Competition was authorized by the State Board of Public Instruction in the fall of 1965 and its members nominated and appointed.
2. Four meetings of the Subcommittee were held during the year 1966: January 24, March 2 and 3, March 25, and June 9 and 10.
3. Two successive editions of the proposed rules and regulations were prepared and revised in response to suggestions received from the State Board of Public Instruction on August 18 and September 15, 1966.



4. On September 22, 1966, copies of the proposed rules and regulations were mailed to administrators of all Iowa public and non-public schools, directors of activity organizations and their executive officers, sports directors of major Iowa newspapers, and the sports department of Iowa radio and television stations. These people were asked to give their reactions and suggestions (consisting of modifications, additions, or deletions), to the proposed rules and regulations.
5. Suggestions and comments, received as a result of the general mailing, together with the proposed rules and regulations were then studied by the State Advisory Committee on Approval Standards on October 11, 1966. Necessary changes were made and the rules and regulations were again submitted to the State Board of Public Instruction.
6. In addition to the Subcommittee, State Board of Public Instruction, and personnel of the State Department of Public Instruction, many persons and agencies made contributions in the development of these regulations.



TEXT OF STANDARDS

for

EXTRACURRICULAR INTERSCHOLASTIC COMPETITION

Be it Resolved by the State Board of Public Instruction:

Pursuant to authority conferred by section 257.25, subsections 9 through 12, Code 1966, and for the purpose of implementing same, the following rules relating to extracurricular activities, contests, competitions and organizations, are hereby adopted as Chapter 9 of the Rules of the Department of Public Instruction:

CHAPTER 9

EXTRACURRICULAR INTERSCHOLASTIC COMPETITION

9.1 (257) Purpose. The purpose of this chapter of rules is to implement the provisions of subsection 9 of section 257.25, Code of Iowa, and so much of subsection 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), Code of Iowa, shall maintain a current file with the state department of public instruction of the following items:

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 and/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 submitted 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 monies 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.



Adopted at a meeting of the State Board of Public Instruction held at Des Moines, Iowa, on the 20th day of October, 1966.

(SIGNED)C. W. ANTES  
President, State Board of Public  
Instruction

(SIGNED)PAUL F. JOHNSTON  
State Superintendent of  
Public Instruction

Approved  
Date December 12, 1966

Approved  
Date November 14, 1966

(SIGNED)NOLDEN GENTRY  
Attorney General

(SIGNED)ADOLPH W. ELVERS  
Chairman, Departmental Rules  
Review Committee



# EXPLANATIONS OF STANDARDS

for

## EXTRACURRICULAR INTERSCHOLASTIC COMPETITION

The explanations which follow have been prepared for those standards which have appeared to need some interpretation. It is anticipated that these explanations will be included in an administrator's handbook to be published by the State Board of Public Instruction. The explanations have been numbered to correspond to the standards to which they refer.

9.13 (1) "All Star" games (p. 65). The term "all star" as used in this standard is understood to mean high school and/or junior high school athletic all star competition and refers to a system or plan whereby an outstanding player on School A's football team and an outstanding player on several other high school football teams are selected to form an "all star" high school team to compete against another team.

The prohibition in reference to all star high school contests does not preclude the playing of all star games involving students in school. For example, the Junior Legion baseball program, which is outside school competition, may select at the end of their season the outstanding players on several of their teams. These players are all stars and are selected on a team of all stars to play against another team of all stars. The point to remember in this connection is that this is not a high school all star team, but rather an American Legion junior high team, because the boys were selected on the basis of their ability as demonstrated in American Legion baseball competition. Had they been selected because of their abilities as demonstrated by their participation on the high school baseball team, it would then be a violation of the all star high school rule.

9.13 (6) Insurance subsidies (p. 65). It is not the purpose of this regulation to prohibit a school district from paying a part of or all of insurance premiums to a youngster with activity funds for insurance. The purpose of the regulation is to prohibit any one of the four organizations from subsidizing an insurance company for participants in that particular activity.



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