

281—Iowa Administrative Code Chapter 12 Rule Interpretation
General Accreditation Standards for School Districts and Accredited Nonpublic Schools
Regulatory Guidance for Meeting Accreditation Standards

This technical assistance document will be periodically revised to reflect statutory and interpretive changes. If in doubt about the version you are using, check the Department's web site to access the most recent document.

<p>Document Purposes:</p> <ol style="list-style-type: none"> 1. To provide <u>consistent</u> interpretation for noncompliance determinations. 2. To provide <u>clear</u> interpretation for noncompliance determinations. 3. To ensure that all schools/school district are meeting accreditation standards. 4. To provide compliance information; however, the content in this document should not be construed to represent best practices in all areas. 	<p>Document Guidance:</p> <ol style="list-style-type: none"> 1. "Schools" means accredited nonpublic schools. 2. "School districts" means public school districts. 3. The document indicates if a requirement <i>applies only to school districts</i> (and not accredited nonpublic schools) in Iowa. 4. This document does not cover every section of Chapter 12 since some requirements are self-explanatory.
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Citation	Topic	Rule	Rule Interpretation	Related Noncompliance Statement
281—IAC 12.1(1)	Equity	Each school district shall take affirmative steps to integrate students in attendance centers and courses.	<ul style="list-style-type: none"> • How the district promotes the integration of students in attendance centers and courses is locally determined. 	EQ1. The total segregation of students in attendance centers or courses is directly linked to the absence of affirmative steps to integrate students. 281—IAC 12.1(1)
281—IAC 12.1(1)	Equity	Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability.	<ul style="list-style-type: none"> • How collection and annual review of these data is done is a local decision. • Local documentation must demonstrate at least periodic collection. • Local documentation must demonstrate annual review. • Data must include all subgroups in this rule. 	<p>EQ2. No evidence exists for the collection of district, attendance center, and course enrollment data. 281—IAC 12.1(1)</p> <p>EQ3. No evidence exists for the annual review of district, attendance center, and course enrollment data. 281—IAC 12.1(1)</p> <p>EQ4. Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup. 281—IAC 12.1(1)</p>

281—IAC 12.1(1)	Equity	Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, sexual orientation, gender identity, socioeconomic status, disability, religion, or creed.	<ul style="list-style-type: none"> • Equal opportunity in programs on the basis of religion, sexual orientation, or gender identity does not apply to accredited nonpublic schools when such qualifications are related to a bona fide religious purpose. • Equity of opportunity means that the subgroups represented in a school and school community are provided <u>equal access</u> to participate in programs. • The Preamble of 281—IAC Chapter 12 includes marital status in the list of protected characteristics in regard to student access to programs. 	EQ5. No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed. 281—IAC 12.1(1)
281—IAC 12.1(2)	School Board	Each school or school district shall be governed by an identifiable authority which shall exercise the function necessary for the effective operation of the school and referred to in these rules as the “board.”	<ul style="list-style-type: none"> • An identified group exists to exercise the functions of the school or school district. • Those functions necessary for the effective operation of the school include, but are not limited to, employment and policy development. 	SB1. No identifiable functional authority designated as the “board” can be discerned. 281—IAC 12.1(2)
281—IAC 12.1(7)	School Calendar: Board Adoption	Each board shall adopt a school calendar . . .	<ul style="list-style-type: none"> • This adoption shall be reflected in board minutes. 	CL1. The adoption of the school calendar is not reflected in board minutes. 281—IAC 12.1(7)
281—IAC 12.1(7)	School Calendar: Specified Days	Each board shall adopt a school calendar that identifies specific days for student instruction, staff development and in-service time, and time for parent-teacher conferences.	<ul style="list-style-type: none"> • The school calendar for a school or school district has to show days/time for student instruction, staff development and in-service, and parent/teacher conferences. • How much calendar time provided for staff development is a local decision. • How much calendar time provided for parent-teacher conferences is a local decision. 	<p>CL2. The calendar does not clearly designate any time for student instruction. 281—IAC 12.1(7)</p> <p>CL3. The calendar does not clearly designate any time for staff development. 281—IAC 12.1(7)</p> <p>CL4. The calendar does not clearly designate any time for parent/teacher conferences. 281—IAC 12.1(7)</p>

281—IAC 12.1(7)	School Calendar: Days of Instruction	A minimum of 180 days of the school calendar . . . shall be used for student instruction.	<p>This requirement applies to accredited nonpublic school and school districts.</p> <p><i>Note: The following requirement applies only to public school districts.</i></p> <p>A school district may apply for permission to implement a pilot program for an innovative school year, which means more or less than 180 days. See Iowa Code section 279.10(3)</p> <p>A request for an “innovative calendar” is NOT the same as a request for “early start”.</p>	CL5. The number of instructional days provided by the school or school district is less than 180. No approved “innovative calendar” waiver was granted. 281—IAC 12.1(7)
281—IAC 12.1(7)	School Calendar: Early Start	A minimum of 180 days of the school calendar, for school districts beginning no sooner than a day during the calendar week in which the first day of September falls, shall be used for student instruction. However, if the first day of September falls on a Sunday, school may begin any day during the calendar week proceeding September 1.	<ul style="list-style-type: none"> • School districts that wish to start school prior to the requirement in rule shall submit the calendar request waiver for “early start” on the spring Basic Educational Data Survey (BEDS). This electronic request includes the assurance that the school district has held a public hearing some time prior to the request for early start. A school district does NOT make the waiver request through the mail. • A waiver request for “early start” is NOT the same as a request for “innovative calendar.” 	CL6. The school district starts school prior to the established date in rule and did not request an “early start” waiver on spring BEDS. 281—IAC 12.1(7)
281—IAC 12.1(7)	School Calendar: Graduating Seniors	(Exception: A school or school district may, by board policy, excuse graduating seniors up to five days of instruction after school or school district requirements for graduation have been met.) If additional days are added to the regular school calendar because of inclement weather, a graduating senior who has met the requirements for graduation may be excused from attendance during the extended school calendar.	<ul style="list-style-type: none"> • This rule is an <i>exception</i> to the minimum of 180 days of required student instruction. • Seniors in schools and school districts cannot be released early unless there is a local board policy allowing that action. • Seniors are not required to make up snow days added to the regular school calendar if they have met local graduation requirements. • If the school or school district is not releasing seniors early, it needs no policy. • No more than five days early release for seniors is allowable, unless days for 	<p>CL7. Graduating seniors are released early with no board policy addressing this issue. 281—IAC 12.1(7)</p> <p>CL8. Graduating seniors are being released more than five days early, excluding weather related extensions. 281—IAC 12.1(7)</p>

			inclement weather (e.g., snow make up days) are included in seniors early release after school or school district requirements for graduation have been met.	
281—IAC 12.1(8)	Day of School	A day of school is a day during which the school or school district is in session and students are under the guidance and instruction of the instructional professional staff. School shall be considered in session during parent-teacher conferences as well as during activities such as field trips if students are engaged in programs or activities under the guidance and direction of the instructional professional staff. All grade levels of the school or school district must be operated and available for attendance by all students. An exception is if either the elementary or secondary grades are closed and provided this time is made up at some point during the school calendar so as to meet the minimum of 180 days of instruction for all grades 1 through 12. If a classroom or attendance center is closed for emergency health or safety reasons but the remainder of the school or school district is in operation, the day may be counted as a day of school.	<ul style="list-style-type: none"> • An individual attendance center can be shut down for student health and/or safety reasons and the school or school district can still count this as a day of school. • Building schedules can vary as long as they each account for 180 student days. • “Under the guidance and instruction of the instructional professional staff” means daily, direct supervision. • If either the elementary or secondary are closed for reasons other than health or safety, the time missed by the closed attendance center must be made up at some other time during the school calendar to meet minimum 180 days. 	DY1. An attendance center does not have 180 days of student instruction for reasons other than student health or safety. 281—IAC 12.1(8)
281—IAC 12.1(9)	Minimum School Day	A school day shall consist of a minimum of 5.5 hours of instructional time for all grades 1-12. The minimum hours shall be exclusive of lunch period. Passing times between classes as well as time spent on parent-teacher conferences may be counted as part of the 5.5 hour requirement. The school or school district may record a day of school with less than the minimum instructional hours if emergency health or safety factors require the late arrival or early dismissal	<ul style="list-style-type: none"> • The school or school district may record a day of instruction if emergency health or safety factors <u>require late arrival or early dismissal</u>. • Consecutive school days may start at the end of one week and conclude in the following week and may include a weekend day if students are in school on the weekend day. 	<p>MD1. The school or school district does not meet the requirement of 5.5 instructional hours in a school day. 281—IAC 12.1(9)</p> <p>MD2. The school or school district dismisses early prior to a holiday without meeting the minimum of 27.5 hours of instruction within the five consecutive days preceding the holiday. 281—IAC 12.1(9)</p>

		<p>of students on a specific day; or if the total hours of instructional time for all grades 1-12 in any five consecutive school days equal a minimum of 27.5 hours, even though any one day of school is less than the minimum instructional hours because staff development is provided for the instructional professional staff or because parent-teacher conferences have been scheduled beyond the regular school day.</p> <p>Furthermore, if the total hours of instructional time for the first four consecutive days equal at least 27.5 hours because parent-teacher conferences are held beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.</p>	<ul style="list-style-type: none"> • Consecutive days can be counted within the same week or across weeks as long as a day is not counted in two separate five-day periods. • The shorter day in a series of five consecutive days can be any day in a sequence of five days. • A school or school district can record a day of instruction on the non-instructional fifth day if the total instructional hours for the first four days equal at least 27.5 because P/T conferences are held beyond the regular day. This must be the fifth day of the five-day sequence counted. • Early dismissal before holidays is permissible if students receive 5.5 hours of instruction prior to dismissal on that same day. • Early dismissal before holidays is permissible if students attend part of the day, staff development is provided for the instructional professional staff the other part of the day, and the five days preceding the holiday equal a minimum of 27.5 hours. • Full days of professional development cannot be counted as instructional time. 	
281—IAC 12.2	Definitions	*Refer directly to Chapter 12 for the content of this Division.		

<p>281—IAC 12.3(1)</p>	<p>Board Records</p>	<p>Each board shall adopt by written policy a system for maintaining accurate records. The system shall provide for recording and maintaining the minutes of all board meetings, coding all receipts and expenditures, and recording and filing all reports required by the Iowa Code or requested by the director of the department of education. Financial records of school districts shall be maintained in a manner as to be easily audited according to accepted accounting procedures.</p>	<ul style="list-style-type: none"> • How the school or school district maintains records and minutes is a local decision subject to the open records law (Iowa Code Chapter 22). <p><i>Note: These requirements apply only to public school districts.</i></p> <ul style="list-style-type: none"> • How the school district maintains financial records is locally determined as long as the records can be easily audited. • The local board has no discretion to determine acceptable accounting procedures. 	<p>BR1. The school or school district has no system for maintaining the minutes of all board meetings. 281—IAC 12.3(1)</p> <p><i>Note: These requirements apply <u>only</u> to public school districts.</i></p> <p>BR2. The school district has no system by which it “codes” all receipts and expenditures. 281—IAC 12.3(1)</p> <p>BR3. The school district does not maintain financial records according to procedures determined by financial auditors. 281—IAC 12.3(1)</p>
<p>281—IAC 12.3(2)</p>	<p>Policy Manual</p>	<p>The board shall develop and maintain a policy manual which provides a codification of its policies, including adoption date, the review date, and any revision date for each policy. Policies shall be reviewed at least every five years to ensure relevance to current practices and compliance with the Iowa Code, administrative rules and decisions, and court decisions.</p>	<ul style="list-style-type: none"> • The type of board policy codification system used by a school or school district, as well as the development and maintenance of a policy manual, is locally determined. • Adoption and review dates do not have to appear on EACH policy. Schools or school districts can have a page at the front of the board policy manual or at the beginning of each policy series that lists this information. 	<p>PM1. The school or school district has no codification system for board policies. 281—IAC 12.3(2)</p> <p>PM2. The school or school district has no manual for board policies. 281—IAC 12.3(2)</p> <p>PM3. The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281—IAC 12.3(2)</p>

<p>281—IAC 12.3(3)</p>	<p>Personnel Evaluation</p>	<p>Each board shall adopt evaluation criteria and procedures for all contracted staff. The evaluation process shall conform to Iowa Code sections 272.33, 279.14 and 279.23A.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • Evaluation criteria and procedures exist in written form for all contracted staff. This includes, at a minimum, administrators and teachers. • Supervisors (at a minimum, superintendents and principals) must be evaluated annually. <p><i>Note: A school district must comply with Iowa Code Chapter 284: Teacher performance, Compensation, and Career Development. However, Iowa Code Chapter 284 does not impact school district accreditation.</i></p>	<p><i>Note: These requirements apply <u>only</u> to public school districts.</i></p> <p>EV1. Board policy does not address evaluation criteria for evaluating teachers. 281—IAC 12.3(3)</p> <p>EV2. Board policy does not address evaluation procedures for evaluating all teachers. 281—IAC 12.3(3)</p> <p>EV3. The school district does not implement its evaluation procedures for all teachers. 281—IAC 12.3(3) and Iowa Code 279.14</p> <p>PE6. Board policy does not address evaluation criteria for administrators. 281—IAC 12.3(3) and Iowa Code 279. 23A</p> <p>PE7. Board policy does not address evaluation procedures for administrators. 281—IAC 12.3(3) and Iowa Code 279. 23A</p> <p>PE8. The school district does not implement its evaluation procedures for all administrators. 281—IAC 12.3(3) and Iowa Code 279. 23A</p>
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281—IAC 12.3(4)	Student Records	Each board shall require its administrative staff to establish and maintain a system of student records. This system shall include for each student a permanent office record and a cumulative record.	<ul style="list-style-type: none"> • The permanent office record must be kept forever. • It is a local decision about how long a school or school district maintains cumulative records. 	<p>SR1. No system for maintaining permanent student records exists. 281—IAC 12.3(4)</p> <p>SR2. No system for maintaining cumulative student records exists. 281—IAC 12.3(4)</p>
281—IAC 12.3(4)	Student Records	The permanent office record shall serve as a historical document of official information concerning the student's education. At a minimum, the permanent office record should contain evidence of attendance and educational progress, serve as an official transcript, contain other data for use in planning to meet student needs, and provide data for official school and school district reports. This record is to be permanently maintained and stored in a fire-resistant safe or vault or can be maintained and stored electronically with a secure back-up file.	<ul style="list-style-type: none"> • The format of permanent student records is locally determined. • The kind of management system that school or school district provides to ensure that records can be maintained in a permanent fashion is locally determined. • If a school or school reorganizes or dissolves, arrangements must be made to ensure the permanent storage of student records. • The kind of back-up file for electronic storage is locally determined. 	<p>SR3. Permanent student records are not kept in a fire-resistant safe/vault or electronically with a secure back-up file. 281—IAC 12.3(4)</p> <p>SR4. The school or school district has no management system by which permanent student records will be stored in perpetuity. 281—IAC 12.3(4)</p> <p>SR10. The system of maintaining permanent student records does not include attendance information. 281—IAC 12.3(4)</p> <p>SR11. The system of maintaining permanent student records does not contain evidence of progress for all years of attendance. 281—IAC 12.3(4)</p>
281—IAC 12.3(4)	Student Records	The cumulative record shall provide a continuous and current record of significant information on progress and growth. It should reflect information such as courses taken, scholastic progress, school attendance, physical and health record, experiences, interests, aptitudes, attitudes, abilities, honors, extra-curricular activities, part-time employment, and future plans. It is the "working record" used by instructional professional staff in understanding the student. At the request	<ul style="list-style-type: none"> • The specific contents of a student's cumulative record are locally determined. • Cumulative records may be kept at the building or district level. This is locally determined. • The school or school district has no discretion about sending a copy of a student's cumulative records at the request of another school to which a student has transferred. 	<p>SR5. The school or school does not maintain cumulative student records. 281—IAC 12.3(4)</p> <p>SR6. The school or school district does not routinely send student cumulative records at the request of another school to which a student has transferred. 281—IAC 12.3(4)</p>

		of a receiving school or school district, a copy of the cumulative record shall be sent to officials of that school when a student transfers.	<ul style="list-style-type: none"> Cumulative records, as well as core curriculum plans, can be maintained electronically if the following considerations are addressed: <ol style="list-style-type: none"> 1) The records are readily accessible by staff as needed to inform instructional decisions. 2) A system is in place to assure complete records are forwarded to the next educational institution if a student were to transfer/move. 3) The system of maintaining electronic records includes a regular means of backing up the files. 	<p>SR12. The system of maintaining cumulative student records does not provide evidence that cumulative records are a continuous and current record of significant information on student progress and growth. 281—IAC 12.3(4)</p> <p>SR13. Cumulative records for district students do not include students' core curriculum plans. Iowa Code 279.61</p>
281—IAC 12.3(4)	Student Records	The board shall adopt a policy concerning the accessibility and confidentiality of student records that complies with the provisions of the federal Family Educational Rights and Privacy Act of 1974 (FERPA) and Iowa Code Chapter 22.	<ul style="list-style-type: none"> Chapter 12 requires the adoption of such a policy. Practices and procedures required of schools and school districts pursuant to FERPA are not general accreditation issues. For detailed information about FERPA requirements, see 20 USC 1232g. 	<p>SR7. The board does not have a policy on accessibility of student records that complies with FERPA and Iowa Code Chapter 22. 281—IAC 12.3(4)</p> <p>SR8. The board does not have a policy on confidentiality of student records that complies with FERPA and Iowa Code Chapter 22. 281—IAC 12.3(4)</p>
281-IAC 12.3(5)	Requirements for Graduation	Each board providing a program through grade 12 shall adopt a policy establishing the requirements students must meet for high school graduation. This policy shall make provision for early graduation and be consistent with these requirements and Iowa Code section 280.14.	<ul style="list-style-type: none"> Each school or school district must require the following as part of its graduation requirements: 1) one-half unit of United States government, 2) one unit of American History, and 3) student participation in physical education for one-eighth unit in each semester of enrollment in high school. Iowa Code 256.7(26) states that, beginning with the students in the 2010-2011 school year graduating class, the requirements for high school graduation for students in school districts and accredited nonpublic schools shall include four years of English and language arts, three years of mathematics, three years 	<p>GR1. The board does not have a policy establishing local graduation requirements. 281—IAC 12.3(5)</p> <p>GR2. The board does not have a policy making provision for early graduation. 281—IAC 12.3(5)</p> <p>GR3. The local graduation requirements do not include a minimum of four years of English and language arts, three years of mathematics, three years of science, and three years of social science. 281—IAC 12.3(5)</p>

			<p>of science, and three years of social science. Any additional graduation credits or units are locally determined.</p> <ul style="list-style-type: none"> Criteria established for early graduation are locally determined. 	
<p>281—IAC 12.3(6)</p>	<p>Student Responsibility and Discipline</p>	<p>The board will adopt student responsibility and discipline policies as required by Iowa Code section 279.8. The board shall involve parents, students, instructional and noninstructional professional staff, and community members in the development and revision of those policies where practicable or unless specific policy is mandated by legislation. The policies shall relate to the educational purposes of the school or school district. The policies shall include, but are not limited to, the following: attendance; use of tobacco; the use or possession of alcoholic beverages or any controlled substance; harassment of or by students and staff as detailed in subrule 12.3(13); violent, destructive, and seriously disruptive behavior; suspension, expulsion, and weapons; out-of-school behavior; participation in extracurricular activities; academic progress; and citizenship.</p>	<p><i>Note: This rule applies only to public school districts.</i></p> <p>The content of student responsibility and discipline policies is locally determined with the exception of the following:</p> <ul style="list-style-type: none"> The local rules shall prohibit the use of tobacco and the use or possession of alcoholic liquor, wine, or beer or any controlled substance. The local rules shall prescribe procedures for the handling of reports of child abuse alleged to have been committed by a school employee. The local rules shall prescribe procedures for continued school involvement with a student who is suspended or expelled for possession of a dangerous weapon and for the re-integration of the student into the school following the suspension or expulsion. The local rules shall provide for the expulsion from school for a period of not less than one year of a student who knowingly possessed a weapon at school. (The superintendent may modify expulsion requirements on a case-by-case basis.) <ul style="list-style-type: none"> The school district is not required to have separate board policies for each item listed in this rule. A policy may combine any one or more of these items. How to involve stakeholders in the development and revision of policy is a local decision. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>RD1.1 The school district has no board policy addressing attendance. 281—IAC 12.3(6)</p> <p>RD1.2 The school district has no board policy addressing use of tobacco. 281—IAC 12.3(6)</p> <p>RD1.3 The school district has no board policy addressing use or possession of alcoholic beverages or any controlled substances. 281—IAC 12.3(6)</p> <p>RD1.4 The school district has no board policy addressing harassment of or by students or staff as detailed in subrule 12.3(13). 281—IAC 12.3(6)</p> <p>RD1.5 The school district has no board policy addressing violent, destructive, and seriously disruptive behavior. 281—IAC 12.3(6)</p> <p>RD1.6 The school district has no board policy addressing suspension and expulsion. 281—IAC 12.3(6)</p> <p>RD1.7 The school district has no board policy addressing weapons. 281—IAC 12.3(6)</p>

			<ul style="list-style-type: none"> • A “good conduct” policy is not the same as “out of school behavior” policy in this rule. A good conduct policy is recommended, but not required by law. • Whether a school district develops a policy that includes punishment for inappropriate “out of school behavior” is locally determined. It does, however, have to address the issue in policy, whether that policy includes punishment or not. 	<p>RD1.8 The school district has no board policy addressing out-of-school behavior. 281—IAC 12.3(6)</p> <p>RD1.9 The school district has no board policy addressing participation in extracurricular activities. 281—IAC 12.3(6)</p> <p>RD1.10 The school district has no board policy addressing academic progress. 281—IAC 12.3(6)</p> <p>RD1.11 The school district has no board policy addressing citizenship. 281—IAC 12.3(6)</p> <p>RD2. The process to develop or revise student discipline policies does not include parents, students, professional and nonprofessional staff, and community where practicable. 281—IAC 12.3(6)</p>
281—IAC 12.3(6)	Student Responsibility and Discipline	<p>The policies shall ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services.</p> <p>The board shall also consider the potential, disparate impact of the policies on students because of race, color, national origin, gender, sexual orientation, gender identity, disability, religion, creed, or socioeconomic status.</p> <p>The board shall publicize its support of these policies; its support of the staff in enforcing them; and the staff’s accountability for implementing them.</p>	<ul style="list-style-type: none"> • What process is due must be specified in written policy. • How the board considers the impact of student responsibility and discipline policies is locally determined. • Due process does not have to be a separate board policy; however, the process must be addressed somewhere among policies. (The board policy for due process could mandate that the details of what process is due be discussed in student handbooks.) • How the board publicizes its support is a local decision. 	<p>RD3. The student responsibility and discipline policies do not ensure due process for students and their parents. 281—IAC 12.3(6)</p> <p>RD4. No evidence exists that the board considered the impact of the student responsibility and discipline policies on the following subgroups: race, color, national origin, gender, sexual orientation, gender identity, disability, religion, creed, or socioeconomic background 281—IAC 12.3(6)</p>

				<p>RD5. No evidence exists that the board publicly supports student responsibility and discipline policies. 281—IAC 12.3(6)</p> <p>RD6. No evidence exists that the board publicly supports staff enforcement of student responsibility and discipline policies. 281—IAC 12.3(6)</p> <p>RD7. No evidence exists that the board publicly supports staff accountability for implementation of student responsibility and discipline policies. 281—IAC 12.3(6)</p>
281—IAC 12.3(7)	Health Services	<i>*This subrule was rescinded, effective 1/9/08</i>		
281—IAC 12.3(8)	Audit of School Funds	This subrule applies to school districts. The results of the annual audit of all school district funds conducted by the state auditor or a private auditing firm shall be made part of the official records of the board as described in Iowa Code section 11.6.	<p><i>Note: This subrule applies only to public school districts.</i></p> <ul style="list-style-type: none"> The only compliance issue with regard to general accreditation standards is whether the annual audit results are part of official board records. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>ASF1. Results of the annual audit of school funds are not a part of the official board records. 281—IAC 12.3(8)</p>
281—IAC 12.3(9)	School or school district building grade-level organization	The board shall adopt a grade-level organization for the buildings under its jurisdiction as described in Iowa Code section 279.39.	<p><i>Note: This rule applies only to public school districts.</i></p> <ul style="list-style-type: none"> The mechanism to designate grade-level organization is locally determined. The identified grade level organization must account for grades K-12. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GLO1. The board has no formal designation of grade-level organization. 281—IAC 12.3(9)</p>
281—IAC 12.3(10)	Report on accredited nonpublic school students	<i>*This subrule was rescinded, effective 1/9/08</i>		

<p>281—IAC 12.3(11)</p>	<p>Standards for school counseling programs</p>	<p>The board of directors of each school district shall establish a K-12 comprehensive school counseling program, driven by student data and based on standards in academic, career, personal, and social areas which support the student achievement goals of the total school curriculum and to which all students have equitable access.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • Every school district must establish a K-12 school counseling program. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>SCP1. The school district has not established a K-12 comprehensive school counseling program. 281—IAC 12.3(11)</p> <p>SCP2. The delivery system for the district's K-12 comprehensive school counseling program is missing one or more of the following components: school guidance curriculum; support of the overall school curriculum; individual student planning; responsive services; and system support. 281—IAC 12.2(2)</p>
<p>281—IAC 12.3(11)</p>	<p>Standards for school counseling programs</p>	<p>A qualified school counselor, licensed by the board of educational examiners, who works collaboratively with students, teachers, support staff and administrators shall direct the program and provide services and provide services and instruction in support of the curricular goals of each attendance center. The school counselor shall be the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. The school counselor and classroom teachers shall collaborate to develop, teach, and evaluation attendance center curricular goals...</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The amount of FTEs provided by the district to meet this requirement is a local decision. • The amount of school counselor time allocated for each attendance center is a local decision. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>SCP3. The district does not employ a licensed school counselor. 281—IAC 12.3(11)(a)</p> <p>SCP4. No evidence exists that a school counselor serves as a member of the instructional team for each attendance center. 281—IAC 12.3(11)(a)</p>

<p>281—IAC 12.3(11)</p>	<p>Standards for school counseling programs</p>	<p>The program shall be regularly reviewed and revised and shall be designed to provide all of the following:</p> <ol style="list-style-type: none"> 1. Curriculum that is embedded throughout the district’s overall curriculum and is systemically delivered by the school counselor in collaboration with instructional staff through classroom and group activities, and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels; 2. Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans; 3. Responsive services through intervention and curriculum meeting student’ immediate and future needs as occasioned by events and conditions in students’ lives and that may require any of the following: individual or group counseling, consultation with parents, teachers, and other educators, referrals to other school support services or community resources, peer helping, and information; and 4. Systemic support through management activities establishing, maintaining, and enhancing the total school counseling program, including professional development, consultation, collaboration, program management, and 	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The type and frequency of review is a local decision, as long as all required provisions are addressed. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>SCP5. No evidence exists that the school counseling program is regularly reviewed, revised and designed to provide curriculum that is embedded throughout the district’s overall curriculum. 281—IAC 12.3(11)(b)(1)</p> <p>SCP6. No evidence exists that the school counseling program is regularly reviewed, revised and designed to provide individual student planning. 281—IAC 12.3(11)(b)(2)</p> <p>SCP7. No evidence exists that the school counseling program is regularly reviewed, revised and designed to provide responsive services to meet students’ immediate and future needs. 281—IAC 12.3(11)(b)(3)</p> <p>SCP8. No evidence exists that the school counseling program is regularly reviewed, revised and designed to provide systemic support through management activities that establish, maintain, and enhance the total school counseling program. 281—IAC 12.3(11)(b)(4)</p>
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281—IAC 12.3(12)	Standards for library programs	The board of directors of each school district shall establish a K-12 library program to support the student achievement goals of the total school curriculum.	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • Every school district must establish a K-12 library program. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>LP1. The school district has not established a K-12 library program. 281—IAC 12.3(12)</p>
281—IAC 12.3(12)	Standards for library programs	a. A qualified teacher librarian, licensed by the board of educational examiners, who works with students, teachers, support staff and administrators shall direct the library program and provide services and instruction in support of the curricular goals of each attendance center. The teacher librarian shall be a member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. The teacher librarian and classroom teachers shall collaborate to develop, teach, and evaluate attendance center curricular goals with emphasis on promoting inquiry and critical thinking; providing information literacy learning experiences to help students access, evaluate, use, create, and communicate information; enhancing learning and teaching through technology; and promoting literacy through reader guidance and activities that develop capable and independent readers.	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The amount of FTEs provided by the district to meet this requirement is a local decision. • The amount of teacher librarian time allocated for each attendance center is a local decision. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>LP2. The district does not employ a licensed teacher librarian. 281—IAC 12.3(12)(a)</p> <p>LP3. No evidence exists that a teacher librarian serves as a member of the instructional team for each attendance center. 281—IAC 12.3(12)(a)</p>

<p>281—IAC 12.3(12)</p>	<p>Standards for library programs</p>	<p>b. The library program shall be regularly reviewed and revised and shall be designed to meet the following goals:</p> <ol style="list-style-type: none"> 1. To provide for methods to improve library collections to meet student and staff needs; 2. To make connections with parents and the community; 3. To support the district’s school improvement plan; 4. To provide access to or support for professional development for the teacher librarian; 5. To provide current technology and electronic resources to ensure that students become skillful and discriminating users of information; 6. To include a current and diverse collection of fiction and nonfiction materials in a variety of formats to support student and curricular needs; and 7. To include a plan for annually updating and replacing library materials, supports, and equipment. 	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The type and frequency of review is a local decision, as long as all required provisions are addressed. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>LP4. No evidence exists that the school library program is regularly reviewed, revised, and designed to provide methods to improve library collections. 281—IAC 12.3(12)(b)(1)</p> <p>LP5. No evidence exists that the school library program is regularly reviewed, revised, and designed to make connections with parents and the community. 281—IAC 12.3(12)(b)(2)</p> <p>LP6. No evidence exists that the school library program is regularly reviewed, revised, and designed to support the district’s school improvement plan (CSIP). 281—IAC 12.3(12)(b)(3)</p> <p>LP7. No evidence exists that the school library program is regularly reviewed, revised, and designed to provide access to or support for professional development for the teacher librarian. 281—IAC 12.3(12)(b)(4)</p> <p>LP8. No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current technology and electronic resources. 281—IAC 12.3(12)(b)(5)</p>
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<p>281—IAC 12.3(12)</p>	<p>Standards for library programs</p>	<p>c. The board of directors of each school district shall adopt policies to address selection and reconsideration of school library materials; confidentiality of student library records; and legal and ethical use of information resources, including plagiarism and intellectual property rights.</p>		<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>LP11.1. No evidence exists that the board has adopted policies to address selection and reconsideration of school library materials. 281—IAC 12.3(12)(c)</p> <p>LP11.2. No evidence exists that the board has adopted policies to address confidentiality of student library records. 281—IAC 12.3(12)(c)</p> <p>LP11.3. No evidence exists that the board has adopted policies to address legal and ethical use of information resources, including plagiarism and intellectual property rights. 281—IAC 12.3(12)(c)</p>

Last Revised: 8-14-12 (Most recent revision is highlighted)

281—IAC 12.3(13)	Harassment and bullying policy	The policy adopted by the board regarding harassment of or by students and staff shall declare harassment and bullying in schools, on school property, and at any school function or school-sponsored activity regardless of its location to be against state and school policy. The board shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and school take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians.		RD1.4 The school district has no board policy addressing harassment of or by students or staff as detailed in subrule 12.3(13). 281—IAC 12.3(6)
281—IAC 12.3(13)	Harassment and bullying policy	Each policy shall, at a minimum, include all of the following components: a. A statement declaring harassment and bullying to be against state and school policy. The statement shall include but not be limited to the following provisions: 1. School employees, volunteers, and students in school on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior. 2. School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, a witness, or an individual who has reliable information about such an act of harassment or bullying.	<ul style="list-style-type: none"> The harassment and bullying policy adopted by the board must contain <u>each</u> of the specified components. 	

<p>281—IAC 12.3(13)</p>	<p>Harassment and bullying policy</p>	<p>b. A definition of harassment and bullying consistent with the following: Harassment and bullying shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on the student's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:</p> <ol style="list-style-type: none"> 1. Places the student in reasonable fear of harm to the student's person or property 2. Has a substantially detrimental effect on the student's physical or mental health 3. Has the effect of substantially interfering with a student's academic performance 4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. <p>c. A description of the type of behavior expected from school employees, volunteers, parents or guardians, and students relative to prevention, reporting, and investigation of harassment or bullying.</p> <p>d. The consequences and appropriate remedial action for a person who violates the antiharassment and antibullying policy.</p>		<p>HBP1. The policy on harassment, bullying, and hazing of students, staff, and volunteers is missing reference to one or more of the following characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. 281—IAC 12.3(13) and Iowa Code 280.28</p>
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<p>281—IAC 12.3(13)</p>	<p>Harassment and bullying policy</p>	<p>The board shall integrate its policy into its comprehensive school improvement plan. The board shall develop and maintain a system to collect harassment and bullying incidence data, and report such data, on forms specified by the department, to the local community and to the department.</p>	<ul style="list-style-type: none"> • How the school or school district integrates its policy into its comprehensive school improvement plan (CSIP) is a local decision. 	<p>HBP2. The school or school district has not integrated its harassment and bullying policy into its CSIP.</p> <p>HBP3. The school or school district has not developed or maintained a system to collect harassment and bullying incidence data.</p>

281—IAC 12.4(1)-12.4(3)	Definitions of instructional and non-instructional professional staff	<i>*Refer directly to Chapter 12 for content of these subrules.</i>		
281—IAC 12.4(4)	Required administrative personnel	<p>Each board of a school or school district that operates both an elementary school and a secondary school shall employ as its executive officer and chief administrator a person who holds a license/certificate endorsed for service as a superintendent. The board of a school district may meet this requirement by contracting with its area education agency for the “superintendency services” as provided by Iowa Code section 273.7A. The individual employed or contracted for as superintendent may serve as elementary principal or as a high school principal in that school or school district provided that the superintendent holds the proper licensure/certification. For purposes of this subrule, high school means a school which commences with either grade 9 or grade 10, as determined by the board of directors of the school district, or by the governing authority of the nonpublic school in the case of nonpublic schools. Boards of school districts may jointly employ a superintendent, provided such arrangements comply with the provisions of Iowa Code subsection 279.23(4).</p>	<ul style="list-style-type: none"> • A properly licensed superintendent is required only for boards that operate both an elementary and secondary school. • A school district that whole-grade shares all of its secondary students is not excused from the requirement that it employs a licensed superintendent. • An individual, regardless of licensure, may not serve as a superintendent, a secondary school principal, <u>and</u> an elementary principal. • If an AEA staff member is appointed to provide the services, he/she must hold the appropriate license/certificate. • Districts may jointly employ a superintendent. 	<p>SPT1. The accredited nonpublic school (grades1-12) does not employ an executive officer and chief administrator who is properly licensed as a superintendent. 281—IAC 12.4(4)</p> <p>SPT2. The superintendent does not hold the proper endorsed license/certificate. 281—IAC 12.4(4)</p> <p>SPT3. The school or school district employs the same person as superintendent, secondary principal, and elementary principal. 281—IAC 12.4(4)</p>

Last Revised: 8-14-12 (Most recent revision is highlighted)

<p>281—IAC 12.4(5)</p>	<p>Staffing policies- elementary schools</p>	<p>The board operating an elementary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating an elementary school shall employ at least one elementary principal. This position may be combined with that of secondary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements.</p> <p>When grades seven and eight are part of an organized and administered junior high school, the staffing policies adopted by the board for secondary schools shall apply. When grades seven and eight are part of an organized and administered middle school, the staffing policies adopted by the board for elementary schools shall apply.</p>	<ul style="list-style-type: none"> • The school or school district must have board policies that address the staffing of elementary personnel. • The school or school district that operates an elementary must have an elementary principal. 	<p>EP1. The board has not adopted staffing policies designed for attracting, retaining, and using competent elementary staff. 281—IAC 12.4(5)</p> <p>EP2. The district does not employ at least one elementary principal. 281—IAC 12.4(5)</p>
<p>281—IAC 12.4(6)</p>	<p>Staffing policies- secondary schools</p>	<p>The board operating a secondary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating a secondary school shall employ at least one secondary principal. This position may be combined with that of elementary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements. This position may be combined with that of superintendent, but one person may not serve as elementary principal, secondary principal, and superintendent.</p>	<ul style="list-style-type: none"> • The school or school district must have board policies that address the staffing of secondary personnel. • If a school or school district is operating a secondary school, it must employ a secondary principal. • One person cannot serve as elementary principal, secondary principal, and superintendent simultaneously. 	<p>SP1. The board has not adopted staffing policies designed for attracting, retaining, and using competent secondary staff. 281—IAC 12.4(6)</p> <p>SP2. The school or school district does not employ at least one secondary principal. 281—IAC 12.4(6)</p> <p>SP3. The school or school district employs one person to serve as elementary principal, secondary principal, and superintendent.</p>

<p>281—IAC 12.4(7)</p>	<p>Principal</p>	<p>"Principal" means a licensed/certificated member of a school's instructional staff who serves as an instructional leader, coordinates the process and substance of educational and instructional programs, coordinates the budget of the school, provides formative evaluation for all practitioners and other persons in the school, recommends or has effective authority to appoint, assign, promote, or transfer personnel in a school building, implements the local school board's policy in a manner consistent with professional practice and ethics, and assists in the development and supervision of a school's student activities program.</p>	<ul style="list-style-type: none"> • It is a local decision to determine the scope of the principal's responsibilities listed in this rule. 	<p>PR1. The principal is not properly licensed. 281—IAC 12.4(7)</p>
<p>281—IAC 12.4(8)</p>	<p>Teacher</p>	<p>A teacher shall be defined as a member of the instructional professional staff who holds a license/certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learnings in terms of the school's objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school's objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought; and uses this information to develop further educational procedures.</p>	<ul style="list-style-type: none"> • All teachers shall be properly licensed. • Teacher is defined in Iowa Code section 272.1(15) as one who diagnoses, prescribes, evaluates, and directs student learning, shares responsibility for the development of an instructional program and any coordinating activities, evaluates or assesses student progress, and who uses the student evaluation or student assessment information to promote additional student learning. • The school or school district must ensure that staff are appropriately endorsed for the grade levels in which they teach (e.g., middle school vs. junior high school licensure issues). • If the regular classroom teacher for grades 1-6 students is not responsible for the provision of instruction in art, physical education, or music, the responsible instructor must be endorsed in that area. <p><i>Note for Only Public School Districts: To meet federal NCLB requirements pursuant to Section 1119, each school district receiving Title I funds shall ensure that all teachers</i></p>	<p>TL1. The school or school district employs _____ who is not endorsed/certificated for grade level(s) 281—IAC 12.4(8)</p> <p>TL2. The school or school district employs _____ who is not endorsed/certificated for content area(s) 281—IAC 12.4(8)</p>

			<p><i>teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year. The core academic areas are English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.</i></p>	
<p>281-IAC 12.4(9)</p>	<p>Educational assistant</p>	<p>An educational assistant shall be defined as an employee who, in the presence or absence of an instructional professional staff member but under the direction, supervision, and control of the instructional professional staff, supervises students or assists in providing instructional and other direct educational services to students and their families. An educational assistant shall not substitute for or replace the functions and duties of a teacher as established in subrule 12.4(8).</p> <p>During the initial year of employment, an educational assistant shall complete staff development approved by the board as provided in subrule 12.7(1).</p>	<ul style="list-style-type: none"> • “Under the direction, supervision, and control of the instructional professional staff” <u>means that the educational assistant does not function as the primary responsible party for the fulfillment of duties as described in subrule 12.4(7).</u> • The professional staff must be present and providing direct instruction in the classroom (with the exception of independent study, ICN courses, an alternative program, and Internet and correspondence courses—if the school considers them independent study for <u>individual students</u>). • If Internet and correspondence courses take the place of courses offered by the school for <u>groups of students</u>, professional staff must be present and providing direct instruction. <p><i>Note for public school districts only: Ensure that paraprofessionals hired after January 8, 2002, in Title I funded buildings meet the new standard of quality pursuant to federal requirements in NCLB.</i></p>	<p>EA1. The school or school district, as a matter of common practice, uses educational assistants to replace the duties and functions of professional instructional staff. 281—IAC 12.4(9)</p> <p>EA2. No record exists that educational assistants are included in or required to attend staff development during the initial year of employment. 281—IAC 12.4(9)</p>

<p>281—IAC 12.4(10)</p>	<p>Record of license or certificate of professional recognition</p>	<p>The board shall require each administrator, teacher, support service staff member, and noninstructional professional staff member on its staff to supply evidence that each holds a license/certificate or statement of professional recognition which is in force and valid for the types of position in which employed.</p>	<ul style="list-style-type: none"> • The school or school district must have a system to validate proper Iowa licensure for all professional staff. • In Iowa, licensure renewal dates are correlated with an individual's date of birth. 	<p>RPL1. The school or school district has insufficient record of licenses and/or certificates of professional recognition. 281—IAC 12.4(10)</p>
<p>281—IAC 12.4(11)</p>	<p>Record required regarding teacher and administrative assignments</p>	<p>The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed members of the instructional professional staff, including substitute teachers. The file shall consist of legal licenses/certificates or copies thereof for all members of the instructional professional staff, including substitute teachers, showing that they are eligible for the position in which employed. The official shall also maintain on file a legal license/certificate or statement of professional recognition as defined in subrule 12.4(2) for each member of the noninstructional professional staff. These records shall be on file at the beginning of and throughout each school year and shall be updated annually to reflect all professional growth.</p> <p>On December 1 of each year, the official shall verify to the department of education the licensure/certification and endorsement status of each member of the instructional and administrative staff. This report shall be on forms provided by the department of education and shall identify all persons holding conditional authorizations and their specific assignment(s) with the conditional authorization(s).</p>	<ul style="list-style-type: none"> • A school or school district must include the names of <u>all</u> persons who function as a “teacher” or “administrator” in the verification report (i.e., BEDS) submitted to the Department by December 1 each year. • Most substitute teachers are considered “regularly employed” in the school or school district(s) for which they work. • How employees’ files are updated annually to reflect all professional growth is a local decision. 	<p>LEF1. Personnel files do not exist for all regularly employed members of the professional staff, including substitute teachers. 281—IAC 12.4(11)</p> <p>LEF2. Instructional professional personnel files do not contain originals or copies of certificates/licenses. 281—IAC 12.4(11)</p> <p>LEF3. Non-instructional professional personnel files do not contain authorization (i.e., statement of professional recognition or other license) for the position for which the person is employed. 281—IAC 12.4(11)</p> <p>LEF4. The school or school district did not submit the licensure/certification verification report (i.e., BEDS) to the Department by December 1. 281—IAC 12.4(11)</p>

				LEF5. The school or school district did not submit the names of <u>all</u> persons who function as a “teacher” or “administrator” in the licensure/certification verification report (i.e., BEDS) submitted to the Department by December 1. 281—IAC 12.4(11)
281—IAC 12.4(12)	School nurse	The board of directors of each school district shall employ a school nurse, and shall require a current license to be filed with the superintendent or other designated administrator as specified in subrule 12.4(10).	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The amount of FTEs provided by the district to meet this requirement is a local decision. • Licensure for a school nurse is a scope of practice issue for the Iowa Board of Nursing. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>SN1. The school district does not have a licensed school nurse. 281—IAC 12.4(12)</p>
281—IAC 12.4(13)	Pre-kindergarten staff	Prekindergarten teachers shall hold a license/certificate valid for the pre-kindergarten level. The board shall employ personnel as necessary to provide effective supervision and instruction in the prekindergarten program.	<ul style="list-style-type: none"> • A school or school district is not required to provide pre-kindergarten. • If a school or school district offers pre-kindergarten, licensed teachers must staff the program. 	<p>TL1. The school or school district employs _____ who is not endorsed/certificated for grade level(s) _____ 281—IAC 12.4(8)</p> <p>TL2. The school or school district employs _____ who is not endorsed/certificated for content area(s) _____ 281—IAC 12.4(8)</p>

281—IAC 12.4(14)	Physical examination	*This subrule was rescinded, effective 3/28/12		
281—IAC 12.4(15)	Use of support staff	<i>*Refer directly to Chapter 12 for content of this subrule.</i>		
281—IAC 12.4(16)	Definition of volunteer	<i>*Refer directly to Chapter 12 for content of this subrule.</i>		
281—IAC 12.5(1)	Pre-kindergarten program	If a school offers a pre-kindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The pre-kindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out pre-kindergarten activities designed to encourage co-operative efforts between home and school shall focus on community resources. A pre-kindergarten teacher shall hold a license/certificate licensing/certifying that the holder is qualified to teach in pre-kindergarten. A nonpublic school which offers only a pre-kindergarten may, but is not required to seek and obtain accreditation.	<ul style="list-style-type: none"> • A school or school district, if it offers pre-kindergarten, must teach the required content of a pre-kindergarten program; however, how that content is delivered is a local decision. • Teachers in pre-kindergarten programs for students enrolled in special education shall hold license/certification and endorsement for special education. • “Pre-kindergarten” for purposes of accreditation in Chapter 12 should not be confused with a Department of Human Services (DHS) approved “pre-school” program. Children in a pre-kindergarten program must be at least four years of age while a pre-school may serve children ages 3, 4, and 5. A pre-kindergarten must meet requirements pursuant to 12.5(1) while pre-school programs licensed by the DHS do not. • A “daycare” program, even if located on school premises, is not subject to Chapter 12 accreditation. • If a school district has a state-funded preschool program established pursuant to 2007 Iowa Acts, House File 877, section 2, it must meet the requirements contained in 12.5(1). 	<p>TL.1. The school or school district employs _____ who is not endorsed/certificated for grade level(s)</p> <p>_____</p> <p>281—IAC 12.4(8)</p> <p>PK1. The prekindergarten program does not include one or more of the required content areas.</p> <p>281—IAC 12.5(1)</p>
281—IAC 12.5(2)	Kindergarten program	The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication	<ul style="list-style-type: none"> • A school district must provide a kindergarten program. • It is a local decision about how many hours of instruction are provided to 	<p>TL.1. The school or school district employs _____ who is not endorsed/certificated for grade level(s)</p>

		<p>skills, as well as capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if the nonpublic school offers a kindergarten program.</p>	<p>students in kindergarten and when those hours are provided (e.g., full day vs. half day---three days a week vs. five days a week).</p> <ul style="list-style-type: none"> • A school district must offer a kindergarten program that includes the required content; however, how that content is delivered is a local decision. • An accredited nonpublic school, if it offers kindergarten, must teach the required content of a kindergarten program; however, how that content is delivered is a local decision. The number of instructional hours is also discretionary for accredited non-public schools. • A kindergarten teacher shall be licensed/certificated and endorsed to teach in kindergarten. <p><i>Note: In <u>school districts</u>, students must be five years of age on or before September 15 in order to be enrolled in kindergarten. (Iowa Code section 282.3). This does not apply to accredited non-public schools.</i></p> <p><i>Attorney General Opinion #79-7-3 concludes that there is no discretion for district boards to admit children who have not attained the specified age.</i></p>	<p>281—IAC 12.4(8)</p> <p>K1. The kindergarten program does not include one or more of the required content areas. 281—IAC 12.5(2)</p>
281—IAC 12.5(3)	Elementary program, grades 1-6	<p>The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.</p>	<ul style="list-style-type: none"> • These curricular areas (e.g., English-language arts, social studies, and mathematics) must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., speaking, listening, and reading) listed for an area need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into standards and benchmarks, at a minimum, for reading, 	<p>EPRO1. The elementary program, grades1-6, does not include each curricular area. 281—IAC 12.5(3)</p>

			<p>mathematics, and science.</p> <ul style="list-style-type: none"> • The time allocated to each curricular area and content specification is locally determined. • The curricular areas and their content specifications do not need to be separate “units” or “activities.” 	
281—IAC 12.5(3)(a)	English-language arts	<p>English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.</p>	<ul style="list-style-type: none"> • English-language arts must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., speaking, listening, and reading) listed for English-language arts need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into reading standards and benchmarks. • The time allocated to English-language arts and its content specifications is locally determined. • English-language arts and its content specifications do not need to be separate “units” or “activities.” 	<p>EPELA1. The English-language arts curricular area in grades 1-6 does not include all the listed content specifications. 281—IAC 12.5(3)(a)</p>
281—IAC 12.5(3)(b)	Social Studies	<p>Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other people and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.</p>	<ul style="list-style-type: none"> • Social studies must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., citizenship education, history, and geography) listed for social studies need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to social studies and its content specifications is locally determined. • Social studies and its content specifications do not need to be separate “units” or “activities.” 	<p>EPSS1. The social studies curricular area in grades 1-6 does not include all the listed content specifications. 281—IAC 12.5(3)(b)</p>
281—IAC 12.5(3)(c)	Mathematics	<p>Mathematics instruction shall include number sense and numeration; concepts</p>	<ul style="list-style-type: none"> • Mathematics must be taught in <u>each</u> of grades 1-6. 	<p>EPM1. The mathematics curricular area in grades 1-6 does not</p>

		and computational skills with whole numbers, fractions, mixed numbers and decimals; estimation and mental arithmetic; geometry; measurement; statistics and probability; and patterns and relationships. The content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.	<ul style="list-style-type: none"> • Not all content specifications (e.g., fractions, estimation, and geometry) listed for mathematics need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into mathematics standards and benchmarks. • The time allocated to mathematics and its content specifications is locally determined. • Mathematics and its content specifications do not need to be separate “units” or “activities.” 	include all the listed content specifications. 281—IAC 12.5(3)(c)
281—IAC 12.5(3)(d)	Science	Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.	<ul style="list-style-type: none"> • Science must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., life, earth, and physical) listed for science need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into science standards and benchmarks. • The time allocated to science and its content specifications is locally determined. • Science and its content specifications do not need to be separate “units” or “activities.” 	EPS1. The science curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(d)
281—IAC 12.5(3)(e)	Health	Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal	<ul style="list-style-type: none"> • Health must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., substance abuse, self-esteem, and family life) listed for health need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to health and its 	EPH1. The health curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(e)

		relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.	<p>content specifications is locally determined.</p> <ul style="list-style-type: none"> • Health and its content specifications do not need to be separate “units” or “activities.” • A pupil is not required to enroll in health courses if the pupil’s parent or guardian files a written statement with the school principal that the course conflicts with the pupil’s religious beliefs pursuant to Iowa Code section 256.11(6). 	
281—IAC 12.5(3)(f)	Physical Education	Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.	<ul style="list-style-type: none"> • Physical education must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., body mechanics, fitness, and sports skills) listed for physical education need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into standards and benchmarks. • The time allocated to physical education and its content specifications is locally determined. • Physical education and its content specifications do not need to be separate “units” or “activities.” • A pupil is not required to enroll in physical education courses if the pupil’s parent or guardian files a written statement with the school principal that the course conflicts with the pupil’s religious beliefs pursuant to Iowa Code section 256.11(6). 	EPPE1. The physical education curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(f)
281—IAC 12.5(3)(g)	Traffic safety	Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to	<ul style="list-style-type: none"> • Traffic safety instruction must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., pedestrian safety, bicycle safety, and auto passenger safety) listed for traffic safety need to be covered at each grade level 1- 	EPTS1. The traffic safety curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(g)

		<p>these concepts.</p>	<p>6, but all content specifications must be covered at some time.</p> <ul style="list-style-type: none"> • The time allocated to traffic safety and its content specifications is locally determined. • Traffic safety and its content specifications do not need to be separate “units” or “activities.” 	
<p>281—IAC 12.5(3)(h)</p>	<p>Music</p>	<p>Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world’s musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.</p>	<ul style="list-style-type: none"> • Music must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., singing, playing, and reading music) listed for music need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to music and its content specifications is locally determined. • Music and its content specifications do not need to be separate “units” or “activities.” 	<p>EPMU1. The music curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(h)</p>

<p>281—IAC 12.5(3)(i)</p>	<p>Visual art</p>	<p>Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.</p>	<ul style="list-style-type: none"> • Visual art must be taught in <u>each</u> of grades 1-6. • Not all content specifications (e.g., evaluating the visual world, understanding the visual arts, and making art) listed for visual art need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to visual art and its content specifications is locally determined. • Visual art and its content specifications do not need to be separate “units” or “activities.” 	<p>EPVA1. The visual art curricular area in grades 1-6 does not include all the content specifications. 281—IAC 12.5(3)(i)</p>
<p>281—IAC 12.5(4)</p>	<p>Junior high program, grades 7 and 8</p>	<p>The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.</p>	<ul style="list-style-type: none"> • These twelve curricular areas (e.g., English-language arts, social studies, and mathematics) must be taught in <u>each</u> of grades 7 and 8. • It is locally determined about whether to make all twelve curricular areas “required” for all students; however, all students must be provided the opportunity during grades 7 and 8 to receive instruction in all twelve curricular areas. • Not all content specifications listed for a curricular area need to be covered in each of grades 7 and 8, but all content specifications must be covered at some time within those two grade spans. • The time allocated to each curricular area is locally determined. • The twelve curricular areas do not need to be separate “courses” or “units.” • Whether a school or school district offers “exploratory” courses is locally determined. • The length of “exploratory” courses is locally determined. 	<p>JHP1. The junior high program, grades 7-8, does not include each curricular area. 281—IAC 12.5(4)</p>

281—IAC 12.5(4)a	English-language arts	Same definition as in 12.5(3)(a) with the exclusion of handwriting.	<ul style="list-style-type: none"> English-language arts must be taught in <u>each</u> of grades 7-8. Not all content specifications (e.g., speaking, listening, and reading) listed for English-language arts need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into reading standards and benchmarks. The time allocated to English-language arts and its content specifications is locally determined. English-language arts and its content specifications do not need to be separate “units” or “activities.” 	JHPELA1. The English-language arts curricular area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(a)
281—IAC 12.5(4)(b)	Social studies	Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be infused.	<ul style="list-style-type: none"> Social studies must be taught in <u>each</u> of grades 7-8. Not all content specifications (e.g., history, economics, and geography) listed for social studies need to be covered at each grade level 7-8, but all content specifications must be covered at some time. The time allocated to social studies and its content specifications is locally determined. Social studies and its content specifications do not need to be separate “units” or “activities.” 	JHSS1. The social studies content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(b)
281—IAC 12.5(4)(c)	Mathematics	Mathematics instruction shall include number and number relationships including ratio, proportion, and percent; number systems and number theory; estimation and computation; geometry; measurement; statistics and probability; and algebraic concepts of variables, patterns, and functions. This content shall be taught through an emphasis on mathematical problem solving, reasoning,	<ul style="list-style-type: none"> Mathematics must be taught in <u>each</u> of grades 7-8. Not all content specifications (e.g., ratio, proportion, and percent) listed for mathematics need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into mathematics standards and benchmarks. 	JHM1. The mathematics content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(c)

		<p>and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines.</p> <p>Calculators and computers shall be used in concept development and problem solving.</p>	<ul style="list-style-type: none"> • The time allocated to mathematics and its content specifications is locally determined. • Mathematics and its content specifications do not need to be separate “units” or “activities.” 	
281—IAC 12.5(4)(d)	Science	Same definition as 12.5(3)(d)	<ul style="list-style-type: none"> • Science must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., life, earth, and physical) listed for science need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined about how to incorporate the content specifications into science standards and benchmarks. • The time allocated to science and its content specifications is locally determined. • Science and its content specifications do not need to be separate “units” or “activities.” 	JHS1. The science content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(d)
281—IAC 12.5(4)(e)	Health	Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.	<ul style="list-style-type: none"> • Health must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., food and nutrition, environmental health, and consumer health) listed for health need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to health and its content specifications is locally determined. • Health and its content specifications do not need to be separate “units” or “activities.” 	JHH1. The health content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(e)

			<ul style="list-style-type: none"> • A pupil is not required to enroll in health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). • Health may be taught in the middle school by a teacher who has a 7-12 endorsement before 1988, or has a K-8 Health endorsement, or has a K-8 endorsement prior to 1988, or has a middle school endorsement, or has 5-12 health endorsement. 	
281—IAC 12.5(4)(f)	Physical Education	Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.	<ul style="list-style-type: none"> • Physical education must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., cardiovascular endurance, muscular strength, and flexibility) listed for physical education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to physical education and its content specifications is locally determined. • Physical education and its content specifications do not need to be separate "units" or "activities." • A pupil is not required to enroll in physical education courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). • Recess does not meet the physical education requirement. 	JHPE1. The physical education content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(f)

281—IAC 12.5(4)(g)	Music	Same definition as in 12.5(3)(h) with the addition of using music as an avocation or vocation.	<ul style="list-style-type: none"> • Music must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., singing, playing, and reading music) listed for music need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to music and its content specifications is locally determined. • Music and its content specifications do not need to be separate “units” or “activities.” 	JHMU1. The music content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(g)
281—IAC 12.5(4)(h)	Visual art	Same definition as in 12.5(3)(i) with the addition of using visual arts as an avocation or vocation.	<ul style="list-style-type: none"> • Visual art must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., evaluating the visual world, understanding the visual arts, and making art) listed for visual art need to be covered at each grade level 7-8, but all content specifications must be covered at some time. its content specifications is locally determined. • Visual art and its content specifications do not need to be separate “units” or “activities.” 	JHVA1. The visual arts content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(h)
281—IAC 12.5(4)(i)	Family and consumer education	Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school and community, including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, goods and nutrition, housing, and family	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • Family and consumer education must be taught in <u>each</u> of grades 7-8. • Not all content specifications (e.g., positive self-concept, personal growth, and relationships) listed for family and consumer education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>JHFCE1. The family and consumer education content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(i)</p>

		and individual health. This subrule shall not apply to nonpublic schools.	<ul style="list-style-type: none"> The time allocated to family and consumer education and its content specifications is locally determined. Family and consumer education and its content specifications do not need to be separate “units” or “activities.” 	
281—IAC 12.5(4)(j)	Career education	Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives. This subrule shall not apply to nonpublic schools. However, nonpublic schools shall comply with subrule 12.5(7).	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> Career education must be taught in <u>each</u> of grades 7-8. Not all content specifications (e.g., career exploration, career decision making, and work skills) listed for career education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. The time allocated to career education and its content specifications is locally determined. Career education and its content specifications do not need to be separate “units” or “activities.” 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>JHCE1. The career education content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(j)</p>
281—IAC 12.5(4)(k)	Technology education	Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students’ career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society. This subrule shall not apply to nonpublic schools.	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> Technology education must be taught in <u>each</u> of grades 7-8. Not all content specifications (e.g., technology awareness, technical information, and skills) listed for technology education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. The time allocated to technology education and its content specifications is locally determined. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>JHTE1. The technology education content area in grades 7-8 does not include all the content specifications. 281—IAC 12.5(4)(k)</p>

			<ul style="list-style-type: none"> • Technology education and its content specifications do not need to be separate “units” or “activities.” 	
<p>281—IAC 12.5(4)(l)</p>	<p>Secondary credit.</p>	<p>(1) An individual pupil in a grade that precedes ninth grade may be allowed to take a course for secondary credit if all of the following are true:</p> <ol style="list-style-type: none"> 1. The pupil satisfactorily completes the course. 2. The course is in the curricular area of English or language arts, mathematics, science, or social studies. 3. The course is taught by a teacher licensed by the Iowa board of educational examiners for grades 9-12 and endorsed in the subject area. 4. The course meets all components listed in subrule 12.5(5) for the specific curricular area. 5. The board of the school district or the authorities in charge of the nonpublic school has developed enrollment criteria that a student must meet to be enrolled in the course. <p>(2) Neither school districts nor accredited nonpublic schools are mandated to offer secondary credit under this paragraph. If credit is offered under this paragraph, the credit must apply toward graduation requirements of the district or accredited nonpublic school.</p>	<ul style="list-style-type: none"> • The decision to offer secondary credit at the Junior High level is locally determined. • The content specifications listed in subrule 12.5(5) apply to grades 9 – 12. • The school or district cannot offer secondary credit for any course outside the core areas, such as granting secondary credit for foreign language or health. • Enrollment must be based on specific criteria other than age or grade level. 	<p>JHPSC1. Secondary credit is allowed outside the curricular areas of English/language arts, mathematics, science, or social studies. 281 –IAC 12.5(4)(l)</p> <p>JHPSC2. The course for secondary credit is NOT taught by a teacher licensed by the Iowa board of educational examiners for grades 9 – 12 and endorsed in the subject area. 281 –IAC 12.5(4)(l)</p> <p>JHPSC3. The course for secondary credit DOES NOT meet all components listed in subrule 12.5(5) for the specific curricular area. 281 –IAC 12.5(4)(l)</p> <p>JHPSC4. The board of the school district or the authorities in charge of the nonpublic school has NOT developed enrollment criteria that a student must meet to be enrolled in the secondary credit course. 281 –IAC 12.5(4)(l)</p> <p>JHPSC5. The school district or accredited nonpublic schools are NOT applying the credit offered under 281 – IAC 12.5(4)(l) toward graduation requirements of the district or accredited</p>

				<p>nonpublic school. 281 –IAC 12.5(4)(l)</p>
<p>281—IAC 12.5(5)</p>	<p>High school program, grades 9-12</p>	<p>In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in 12.5(14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5)“c”; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5)“i.” Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of Unites States government and one unit of United States history.</p>	<ul style="list-style-type: none"> • These nine curricular areas must be <u>annually</u> offered and taught in grades 9-12. There is one exception: chemistry and physics as defined in 12.5(5)(d) may be taught in alternate years. • The minimum number of “units” for each curricular area must be offered and taught annually. There is one exception: the third and fourth years of foreign language may be waived on an annual basis if requirements in 12.5(5)(h) are met. • Not all content specifications listed for a content area need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined about how to incorporate the content specifications into, at a minimum, standards and benchmarks in reading, mathematics, and science. • The time allocated to each “content specification” listed for each area is locally determined. • Courses may be labeled by the “content specifications” listed for each content area, but they do not have to be. • “Offer and teach” means that the school or school district must make students aware of the offering and must employ an appropriately licensed teacher to teach the course. “Offer and teach” also means that the appropriately licensed teacher must instruct the students. • “Offer and teach” units may be met in the following ways with an appropriate Iowa-licensed teacher: 1) direct instruction by a teacher onsite; 2) whole-grade sharing pursuant to Iowa Code section 282.10; 3) written agreement to jointly employ or share teachers pursuant to Iowa Code 	<p>HSP1. The high school program, grades 9-12, does not include each curricular area. 281—IAC 12.5(5)</p>

			<p>section 280.15--school districts only; and 4) through community colleges—for <u>vocational education only</u> pursuant to 12.5(5)(i).</p> <ul style="list-style-type: none"> • When a course is offered <u>only</u> for secondary credit through a post-secondary institution, the teacher must hold proper secondary licensure. • When a course is offered for dual credit through a post-secondary institution and the instructor is employed by the post-secondary institution, the instructor must meet the employment criteria set by the post-secondary institution. 	
<p>281—IAC 12.5(5)(a)</p>	<p>English-language arts</p>	<p>English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.</p>	<ul style="list-style-type: none"> • English-language arts must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for English-language arts must be offered and taught annually. • Not all content specifications listed for a English-language arts (e.g., speaking, listening, nonverbal communication, and debate) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined about how to incorporate the content specifications into reading standards and benchmarks. • The time allocated to each English-language arts “content specification” listed is locally determined. • English-language arts courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. 	<p>HSPELA1. The English-language arts content area in grades 9-12 does not include all the listed content specifications. 281—IAC 12.5(5)(a)</p> <p>HSPELA2. The English-language arts program for grades 9-12 does not contain six units. 281—IAC 12.5(5)(a)</p>

<p>281—IAC 12.5(5)(b)</p>	<p>Social studies</p>	<p>Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and the cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationships between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students' knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the focuses that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States</p>	<ul style="list-style-type: none"> • Social studies must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for social studies must be offered and taught annually. • Not all content specifications listed for a social studies (e.g., citizenship, economics, and geography) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. • The time allocated to each social studies “content specification” listed is locally determined. • Social studies courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. 	<p>HSPSS1. The social studies content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(b)</p> <p>HSPSS2. The social studies program for grades 9-12 does not contain five units. 281—IAC 12.5(5)(b)</p> <p>HSPSS3. No evidence exists that students are assessed on their knowledge of the Constitution and the bill of rights. 281—IAC 12.5(5)(b)</p> <p>HSPSS4. All students do not complete a minimum of one-half unit of United States government prior to graduation. 281—IAC 12.5(5)(b)</p> <p>HSPSS5. All students do not complete a minimum of one unit of United States history prior to graduation. 281—IAC 12.5(5)(b)</p>
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		<p>government and one unit of United States history and receive instruction in the government of Iowa.</p>		
<p>281—IAC 12.5(5)(c)</p>	<p>Mathematics</p>	<p>Mathematics instruction shall include:</p> <p>(1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included in each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.</p> <p>(2) Two additional units shall be taught. These additional units may include mathematical content as identified in, but not limited to, paragraphs 12.5(3)(c), 12.5(4)(c), and 12.5(5)(c)(1). These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and</p>	<ul style="list-style-type: none"> • Mathematics must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for mathematics must be offered and taught annually. • Not all content specifications listed for a mathematics (e.g., algebra, geometry, trigonometry, and statistics) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined about how to incorporate the content specifications into mathematics standards and benchmarks. • The time allocated to each mathematics “content specification” listed is locally determined. • Mathematics courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. 	<p>HSPM1. The mathematics content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(c)</p> <p>HSPM2. The mathematics program for grades 9-12 does not contain four sequential units that are preparatory to post-secondary education programs. 281—IAC 12.5(5)(c)</p> <p>HSPM3. The mathematics program for grades 9-12 does not contain two additional units in addition to the four sequential units. 281—IAC 12.5(5)(c)</p>

		connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.		
28—IAC 12.5(5)d	Science	Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.	<ul style="list-style-type: none"> • Science must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for science must be offered and taught annually. • Not all content specifications listed for a science (e.g., biological science, earth science, and physical science) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined about how to incorporate the content specifications into science standards and benchmarks. • The time allocated to each science “content specification” listed is locally determined. • Science courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • Physics and chemistry may be offered every other year. 	<p>HSPS1. The science content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(d)</p> <p>HSPS2. The science program for grades 9-12 does not contain five units. 281—IAC 12.5(5)(d)</p> <p>HSPS3. The science program for grades 9-12 does not contain a full unit of chemistry. 281—IAC 12.5(5)(d)</p> <p>HSPS4. The science program for grades 9-12 does not contain a full unit of physics. 281—IAC 12.5(5)(d)</p>
281—IAC 12.5(5)(e)	Health	Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current	<ul style="list-style-type: none"> • Health must be <u>annually</u> offered and taught in grades 9-12. • The minimum of one unit for health must be offered and taught annually. • The same semester health course offered twice a year does NOT meet the one-unit requirements. • Not all content specifications listed for a health (e.g., food/nutrition, environmental health, safety/survival skills, and 	<p>HSPH1. The health content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(e)</p> <p>HSPH2. The health program for grades 9-12 does not contain one unit. 281—IAC 12.5(5)(e)</p>

		<p>crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.</p>	<p>consumer health) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans.</p> <ul style="list-style-type: none"> • The time allocated to each health “content specification” listed is locally determined. • Health courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • A pupil is not required to enroll in health courses if the pupil’s parent or guardian files a written statement with the school principal that the course conflicts with the pupil’s religious beliefs pursuant to Iowa Code section 256.11(6). 	
<p>281—IAC 12.5(5)(f)</p>	<p>Physical Education</p>	<p>Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.</p> <p>All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:</p> <ol style="list-style-type: none"> (1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student’s absence from the school premises during the school day. (2) The student is enrolled in academic courses not otherwise 	<ul style="list-style-type: none"> • Physical education must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for physical education must be offered and taught annually. • Not all content specifications listed for a physical education (e.g., cardiovascular endurance, muscular strength/flexibility and games) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. • The time allocated to each physical education “content specification” listed is locally determined. • Physical education courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • One-eighth unit per semester equals 900 minutes of physical education per semester for each physically able student enrolled. 	<p>HSPE1. The physical education content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(f)</p> <p>HSPE2. The physical education program for grades 9-12 does not contain one unit. 281—IAC 12.5(5)(f)</p> <p>HSPE3. The physical education program for grades 9-12 does not contain at least one-eighth unit each semester. 281—IAC 12.5(5)(f)</p>

		<p>available.</p> <p>(3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.</p> <p>Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement.</p> <p>A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.</p> <p>The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.</p>	<ul style="list-style-type: none"> • All physically able students must participate in physical education EACH semester in which they are enrolled. • Only when participation in an organized and supervised athletic program (which might be participation in more than one sport during a semester) equals 900 minutes (at least one-eighth unit per semester) during a semester may a senior be excused from physical education for that semester. • For purposes of this section, an organized and supervised athletic program is one that is sponsored by the school or school district and employs licensed and appropriately endorsed staff. To qualify as organized and supervised athletic programs, for example, cheerleading squads, dance squads, and show choirs must be supervised by employees with coaching endorsements. • A pupil is not required to enroll in physical education courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). <p><i>Note: Local physical education waivers pursuant to rules described in 12.5(5)(f) are "student by student" local waivers. A school or school district should not apply these waivers en mass to entire groups of students.</i></p>	
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<p>281—IAC 12.5(5)(g)</p>	<p>Fine arts</p>	<p>Fine arts instruction shall include at least two of the following:</p> <ol style="list-style-type: none"> (1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation. (2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation. (3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation. (4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or 	<ul style="list-style-type: none"> • Which two (at a minimum) fine arts areas a school or school district chooses to offer and teach is locally determined. • Fine arts must be <u>annually</u> offered and taught in grades 9-12. • The minimum number of “units” for fine arts must be offered and taught annually. • Not all content specifications listed for fine arts (e.g., listening to music, study of dance forms, creating theatre through artistic collaboration, and making art) need to be covered at each grade level 9-12, but all content specifications in the chosen areas must be covered at some time within those grade spans. • The time allocated to each fine arts “content specification” listed is locally determined. • Fine arts courses may be labeled by the “content specifications” listed, but they do not have to be. • Specific content taught for each content specification is locally determined. 	<p>HSFA1. The fine arts content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(g)</p> <p>HSFA2. The fine arts program for grades 9-12 does not contain at least three units. 281—IAC 12.5(5)(g)</p> <p>HSFA3. The fine arts program does not contain at least two of the following areas: 1) dance, 2) music, 3) theatre, and 4) visual art. 281—IAC 12.5(5)(g)</p>
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		vocation.		
281—IAC 12.5(5)(h)	Foreign language	<p>The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.</p> <p>All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.</p>	<ul style="list-style-type: none"> The foreign language (or languages) a school or school district offers and teaches is locally determined. Foreign language must be <u>annually</u> offered and taught in grades 9-12. The minimum number of “units” for foreign language must be offered and taught annually. [Note: The 3rd and 4th units of foreign language can be taught simultaneously, each yielding a unit of credit. See 12.5(14)] Not all content specifications listed for foreign language (e.g., rateable oral proficiency, reading comprehension, and writing proficiency) need to be covered at each grade level 9-12, but all content specifications in the chosen areas must be covered at some time within those grade spans. The time allocated for foreign language “content specifications” listed is locally determined. Specific content taught for each content specification is locally determined. American Sign Language does not qualify as a foreign language for purposes of this subrule. It may be taught by a school or school district in addition to at least one foreign language. 	<p>HSFL1. The foreign language content area in grades 9-12 does not include all the content specifications. 281—IAC 12.5(5)(h)</p> <p>HSFL2. The foreign language program for grades 9-12 does not contain at least four sequential units. 281—IAC 12.5(5)(g)</p> <p>HSFL3. The foreign language program does not contain the third and fourth sequential units of a foreign language and the school or school district does not have a waiver. 281—IAC 12.5(5)(h)</p>
281—IAC 12.5(5)(i)	Vocational education— School Districts Only	<p>A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education.</p>	<p><i>Note: These requirements apply only to public school districts.</i></p> <ul style="list-style-type: none"> Whether students have to take courses in a specific order is a local decision. (The order in which competencies are covered is a local decision.) Two or more service areas could share in common the same core course as one (or part) of the required units for each service area. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>VED1. The vocational (CTE) program for grades 9-12 does not contain at least four service areas of the six listed in rule. 281—IAC 12.5(5)(i)</p> <p>VED2. The vocational (CTE) program for grades 9-12 does not</p>

				<p>contain at least three sequential units in at least four service areas. 281—IAC 12.5(5)(i)</p> <p>VED3. The vocational (CTE) program for grades 9-12 uses more than one core unit to meet sequential unit requirements in a service area. 281—IAC 12.5(5)(i)</p>
Vocational education— School Districts Only	<p>The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.</p>	<ul style="list-style-type: none"> • The district may use the state-developed competencies, use competencies developed through a consortium, or develop its own competencies for vocational education. • How the district delivers the competency-based instruction and evaluates competency attainment is a local decision. • The district may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with another district. • The district must have an articulation agreement for each of its four vocational service areas. This could be four separate articulation agreements or multiple areas covered under a single agreement. 	<p>VED4. The district does not have competencies for each vocational (CTE) program offered. 281—IAC 12.5(5)(i)</p> <p>VED5. The district does not have an articulation agreement for each of its four vocational (CTE) service areas either directly with a post-secondary program or through a sharing agreement with another district. 281—IAC 12.5(5)(i)</p>	
Vocational education— School Districts Only	<p>Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow</p>	<ul style="list-style-type: none"> • Two or more service areas could share in common the same core course as one (or part) of the required units for each service area. 	<p>See VED3.</p>	

		<p>students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.</p>		
	<p>Vocational education— School Districts Only</p>	<p>The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281—subrule 46.7(10), paragraph “g.”</p>	<ul style="list-style-type: none"> • An advisory committee that assists in vocational education planning and evaluation has to exist in some form. This does not have to be a separate committee; however, the district must demonstrate that the committee or committees are meeting the stated vocational obligations. • To what degree the district uses the advisory committee to assist in vocational education planning and evaluation is a local decision. • The district should show, at a minimum, that an effort has been made to seek committee representation from the required groups. How the district demonstrates this effort is a local decision. <p><i>Note: Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for “all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law.” This requirement, which applies to the CTE advisory committee, defines gender balance as half and half for even-numbered committees or half plus one for odd-numbered committees.</i></p>	<p>VED6. An advisory committee that assists in vocational education (CTE) planning and evaluation does not exist. 281—IAC 12.5(5)(i)</p> <p>VED7. An advisory committee that assists in vocational education (CTE) planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities. 281—IAC 12.5(5)(i)</p> <p>VED8. No evidence exists that the district has made an effort to seek committee representation from required groups (representative of CTE service areas) to assist in vocational education (CTE) planning and evaluation. 281—IAC 12.5(5)(i)</p> <p>VED9. No evidence exists that the district has made an effort to seek committee representation from the community it represents (e.g., by gender/ race/ ethnicity) to assist in vocational education (CTE) and planning and evaluation. 281—IAC 12.5(5)(i)</p>

<p>281—IAC 12.5(5)(j)</p>	<p>Vocational Education—Nonpublic Schools Only</p>	<p>A nonpublic school which provides an educational program that includes grades 9-12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with post-secondary programs of study, and may include field, laboratory, or on-the-job training.</p>	<ul style="list-style-type: none"> • The nonpublic school has broad discretion as to the kinds of occupational subjects to offer. • The nonpublic school may use the state-developed competencies or develop their own for vocational education. • The nonpublic school may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with a district that includes vocational articulation agreements. • How vocational instruction is delivered is a local decision. 	<p>VEN1. The nonpublic school does not offer five units of occupational education subjects. 281—IAC 12.5(5)(j)</p> <p>VEN2. The nonpublic school does not have a vocational articulation agreement with a post-secondary institution. 281—IAC 12.5(5)(j)</p>
<p>281—IAC 12.5(6)</p>	<p>Physical education, physical activity, and health courses exemption</p>	<p>A pupil shall not be required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs. A pupil shall not be required to meet requirements of subrule 12.5(19) regarding physical activity if the pupil's parent or guardian files a written statement with the school principal that the requirement conflicts with the pupil's religious beliefs. A pupil shall not be required to meet the requirements of subrule 12.5(20) regarding completion of a cardiopulmonary resuscitation course if the pupil's parent or guardian files a written statement with the school principal that the completion of such a course conflicts with the pupil's religious beliefs.</p>	<ul style="list-style-type: none"> • How a school or school district processes these requests is a local decision. • These requests and local waivers is a "student by student" process. 	<p>PEHCE1. The school or school district has students who are not attending physical education and/or health classes on a regular basis who have not been granted a request for exemption from physical education and/or health due to conflicts with pupils' religious beliefs. 281—IAC 12.5(6)</p> <p>PEHCE2. The school or school district has students who are not meeting the physical activity requirement without having been granted a request for exemption due to conflicts with pupils' religious beliefs. 281—IAC 12.5(6)</p>

				PEHCE3. The school or school district has students who have not completed a cardiopulmonary resuscitation course without having been granted a request for exemption due to conflicts with pupils' religious beliefs. 281—IAC 12.5(6)
281—IAC 12.5(7)	Career Education	Each school or school district shall incorporate school-to-career educational programming into its comprehensive school improvement plan. Curricular and co-curricular teaching and learning experiences regarding career education shall be provided from the prekindergarten level through grade 12. Career education shall be incorporated into the total educational program and shall include, but is not limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, at a minimum, within Iowa; experiences in personal decision making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills. In the implementation of this subrule, the board shall comply with Iowa Code section 280.9.	<ul style="list-style-type: none"> • These five content specifications (e.g., awareness of self in relation to others and the needs of society, exploration of employment opportunities, and development of employability skills) must be incorporated into the total educational program. • Not all content specifications listed above need to be covered at each grade level PK through grade 12, but all content specifications must be covered at some time. It is a local decision about how to incorporate the content specifications into standards and benchmarks. • The time allocated to each content specification is a local decision. • The content specifications do not need to be separate “units” or “activities.” • The method by which career education is incorporated into the total educational program is a local decision. 	<p>CE1. No evidence exists that career education is incorporated into the total educational program. 281—IAC 12.5(7)</p> <p>CE2. The school or school district does not incorporate the following career education content into the total educational program: _____</p> <p>281—IAC 12.5(7)</p>
281—IAC 12.5(8)	Multicultural and gender fair approaches to the educational program	The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and noninstructional staff, and community members shall be involved. Each school or school district shall incorporate	<ul style="list-style-type: none"> • Board policy content is locally determined provided that a reasonable person could ascertain from the plain language of the policy that students are free from discriminatory practices in the educational program. • How a school or school district involves parents, students, staff, and the 	<p>MCGF. No evidence exists that multicultural gender fair approaches are incorporated into the total educational program. 281—IAC 12.5(8)</p> <p>MCGF1. No MCGF board policy exists. 281—IAC 12.5(8)</p>

		<p>multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall including the following:</p> <p>a) Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.</p> <p>b) Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.</p>	<p>community in the development or revision of board policy is locally determined.</p> <ul style="list-style-type: none"> • The process for policy development or revision does not have to be completed by a separate MCGF committee or different from a regular policy review committee. • Whether or not the school or school district has MCGF goals in its CSIP in addition to student learning goals, local indicators, long-range goals, content standards, and/or annual improvement goals is locally determined. • Local MCGF goals may address any of the following: inclusion of contributions and perspectives of diverse racial/ethnic groups, including men and women and persons with disabilities; awareness of and respect for diversity; living skills related to diversity; and/or achievement goals for student subgroups. • By what methods and to what degree a school or school district incorporates multicultural approaches and gender fair approaches into its total educational program are locally determined. 	<p>MCGF2. MCGF board policy development and/or revision do not involve parents, students, instructional and non-instructional staff, and the community. 281—IAC 12.5(8)</p> <p>MCGF3. The comprehensive school improvement plan (CSIP) does not contain goals that support the incorporation of MCGF into the educational program. 281—IAC 12.5(8)</p>
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<p>281—IAC 12.5(9)</p>	<p>Special Education</p>	<p>The board of each school district shall provide special education programs and services for its resident children which comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280.</p> <p><i>Each agency, in conjunction with other agencies, the department, or both, shall implement activities designed to evaluate and improve special education. These activities shall document the individual performance resulting from the provision of special education.</i></p>	<p><i>Note: These requirements apply only to public school districts.</i></p> <ul style="list-style-type: none"> • Special education compliance monitoring is coordinated between the Department of Education and Area Education Agencies. • Iowa Administrative Rules of Special Education (281—IAC Chapter 41) have been revised to bring the rules into alignment with the Individuals with Disabilities Education Act of 2004 and implement federal regulations issued in 2006 (34 C.F.R. PT . 300). (• Administrative rules for special education can be accessed at the following web site: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=624&Itemid=592 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>SE1. The CSIP does not describe activities designed to improve special education. 281—IAC 41.12(3)</p> <p>SE2. The CSIP does not describe how the district will monitor IEP results. 281—IAC 41.12(3)</p> <p>SE3. The CSIP does not describe how the district will monitor district-wide assessment results for students with IEPs. 281—IAC 41.12(3)</p> <p><i>Note: Special education compliance audits are conducted by the Department of Education and Area Education Agencies in the spring prior to the year in which a school district receives its comprehensive site visit.</i></p>
<p>281—IAC 12.5(10)</p>	<p>Technology integration</p>	<p><i>*Refer directly to Chapter 12 for content of this subrule.</i></p>		<p><i>*Non-compliance statements regarding this subrule are addressed in the CSIP</i></p>
<p>281—IAC 12.5(11)</p>	<p>Global education</p>	<p>Each school or school district shall incorporate global education as required by Iowa Code section 256.11. Global education shall be incorporated into all areas and levels of the educational program so students have the opportunity to acquire a realistic perspective on world issues, problems, and the relationship between an individual's self-interest and the concerns of people elsewhere in the world.</p>	<ul style="list-style-type: none"> • How the school or school district incorporates global education is a local decision. • The total educational program means every grade level that a school or school district operates. • The total educational program means all curricular areas (e.g., mathematics, language arts, fine arts, social studies, science, health, physical education, and vocational education). 	<p>GLOB1. No evidence exists that global education is incorporated into all areas and levels of the educational program so that students have the opportunity to acquire realistic perspectives on world issues, problems, and the relationship between an individual's self interest and the concerns of people elsewhere in the world. 281—IAC 12.5(11)</p>

281—IAC 12.5(12)	Provisions for gifted and talented students	Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43 . . . goals and performance measures	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • A school district must have separate program goals for its gifted and talented program (more than one goal). • A school district may choose to have gifted and talented program goals on file locally or incorporate these goals into its comprehensive school improvement plan (CSIP). 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT1. The district has not established gifted and talented program goals. 281—IAC 12.5(12)</p>
281—IAC 12.5(12)	Provisions for gifted and talented students	Each school district shall review and evaluate its gifted and talented programming.	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The content and frequency of the district's evaluation of its gifted and talented program is locally determined. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT2. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281—IAC 12.5(12)</p>
281—IAC 12.5(12)	Provisions for gifted and talented students	The comprehensive school improvement plan shall include the following gifted and talented provisions: valid and systemic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program.	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • School districts are required to provide a gifted and talented program for all identified students regardless of grade level. Iowa Code section 257.44 defines a gifted and talented child without regard to grade level. If a child can be identified as talented and gifted, the programming must be made available to that child. • Provisions for gifted and talented students must be offered during the regular school day. • How a district selects students for gifted and talented services is a local decision. Procedures for identification shall not be arbitrary and capricious and must contain multiple measures. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT3. The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population. 281—IAC 12.5(12)</p> <p>GT4. The district's identification procedures for gifted and talented students do not contain at least two criteria. 281—IAC 12.5(12)</p> <p>GT5. The district has no qualitatively differentiated program for identified gifted and talented students. 281—IAC 12.5(12)</p>

			<ul style="list-style-type: none"> • The district must provide staff to administer the gifted and talented program K-12. How the district decides to staff the gifted and talented program is locally determined. • How a school district differentiates its program to meet the cognitive and affective needs of gifted and talented students is a local decision. The district must provide more than the regular curriculum for gifted and talented students (e.g., acceleration, compacting, and/or enrichment to and beyond the regular curriculum). This differentiation may occur in a variety of ways (e.g., pull out, within a regular classroom setting, or off-site). 	<p>GT6. The district has no personnel designated to administer the gifted and talented program for identified students. 281—IAC 12.5(12)</p>
281—IAC 12.5(12)	Provisions for gifted and talented students		<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The district must provide professional development with regard to gifted and talented students. Professional development frequency, content, and recipients are local decisions. • The district receives funding for gifted and talented students through general school aid. The district must have a separate budget for gifted and talented programming. • Practitioners licensed and employed after August 1, 1995, and assigned as teachers or coordinators in programs for the talented and gifted will be required to hold the endorsement for talented and gifted teacher—coordinator. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT7. The district does not provide any professional development with regard to gifted and talented programming. 281—IAC 12.5(12)</p> <p>GT8. The district does not have a budget, including a list of expenditures, for the following designated fund: gifted and talented program. 281—IAC 12.5(12)</p>

<p>281—IAC 12.5(13)</p>	<p>Provisions for at-risk students</p>	<p>Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students: valid and systemic procedures and criteria to identify at-risk students throughout the school district's' school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and review and evaluation of the effectiveness of provisions for at-risk students.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • How a district identifies its at-risk students is a local decision. • The district may provide an at-risk program through a sharing agreement with a contiguous district or through a program available at its local community college serving its merged area. • The district determines the kinds of appropriate, ongoing educational strategies to meet its students needs. These are locally determined. • The content, frequency, and method of the district's evaluation of its at-risk program is locally determined. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>AR1. The district's identification procedures are not designed to potentially identify at-risk students throughout the school age population. 281—IAC 12.5(13)</p> <p>AR2. The district's identification procedures for at-risk students do not contain at least two criteria. 281—IAC 12.5(13)</p> <p>AR3. The district has no ongoing educational strategies to meet the needs of at-risk students. 281—IAC 12.5(13)</p> <p>AR4. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its at-risk program. 281—IAC 12.5(13)</p> <p>AR9. The district does not have a budget, including a list of expenditures, for the following designated fund: at-risk program. 281—IAC 12.5(13)</p>
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<p>Iowa Code section 257.38(1)</p>	<p>Provisions for at-risk students: using additional allowable growth</p>	<p>Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children. The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in Iowa Code section 257.38</p>	<p><i>Note: This paragraph applies only to districts using additional allowable growth for provisions for at-risk students.</i></p> <ul style="list-style-type: none"> • Whether or not the school district has separate at-risk program goals, objectives, and activities in its CSIP in addition to student learning goals, local indicators, long-range goals, content standards, annual improvement goals, and/or action plans is locally determined. • How the school district incorporates at-risk program goals into its CSIP is locally determined. • The district determines the kinds of appropriate, ongoing educational strategies to meet its students' needs. These are locally determined. 	<p><i>Note: This paragraph applies only to districts using additional allowable growth for provisions for at-risk students.</i></p> <p>AR6. The comprehensive school improvement plan (CSIP) does not contain education program goals for at-risk students. Iowa Code subsection 257.38(1)</p> <p>AR7. The comprehensive school improvement plan (CSIP) does not contain education program activities for at-risk students. Iowa Code subsection 257.38(1)</p> <p>AR8. The district does not provide any professional development with regard to at-risk programming. Iowa Code subsection 257.38(1)</p> <p>AR9. The district does not have a budget, including a list of expenditures, for the following designated fund: at-risk program. 281—IAC 12.5(13)</p>
<p>281—IAC 12.5(14)</p>	<p>Unit</p>	<p>A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks, it is taught for the equivalent of 120 hours of instruction, or it is an equated requirement as a part of an innovative program filed as prescribed in the 12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Multiple-section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a foreign language may be taught at the</p>	<ul style="list-style-type: none"> • The use of "equivalent" allows alternative scheduling arrangements such as 4 block schedules, so long as the number of minutes/hours is met. • Teaching the same course (same curriculum) that is one unit (e.g., Biology I—all year) multiple times (with more than one section) by the same teacher or different teachers still counts as only <u>one</u> unit for purposes of accreditation. • This rule applies only to grades 9-12. • The number of hours a school or school district provides for content areas/courses in grades K-8 is locally determined. 	<p>U1. Not all units in grades 9-12 contain at least 120 hours of instruction. 281—IAC 12.5(14)</p>

		same time by one teacher in a single classroom situation each yielding a unit of credit.		
281—IAC 12.5(15)	Credit	A student shall receive a credit or partial credit upon successful completion of a course which meets one of the criteria in subrule 12.4(14). The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular course.	<ul style="list-style-type: none"> • How and whether the board awards credit on a performance basis in lieu of “seat time” is locally determined. • The amount of credit granted for a course is locally determined. 	N/A
281—IAC 12.5(16)	Subject Offering	<p>A subject offering shall be regarded as offered when the teacher of the subject has met the licensure and endorsement standards of the state board of educational examiners for that subject; instructional materials and facilities for that subject have been provided; and students have been informed, based upon their aptitudes, interests, and abilities, about possible value of the subject.</p> <p>A subject shall be regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined therein. Subjects which the law requires schools and school districts to offer and teach shall be made available during the school day as defined in subrules 12.1(8) to 12.1(10).</p>	<ul style="list-style-type: none"> • “Offer and teach” requirements apply only to the minimum curriculum standards in Division V. • The type of instructional materials provided is locally determined. • How the school or school district informs students about the possible value of a subject is locally determined. • It is not sufficient for a district to “offer” a course in the high school program (grades 9-12) and have no students receiving instruction--the course must be “taught.” • Students enrolled in a course may not be enrolled for a second time if they have already received full credit for the same course to count a course as “taught.” • “Offer and teach” may be offered outside the school day only if they are also available during the school day (e.g., early bird classes). 	<p>SO1. The school or school district does not provide instructional materials for a subject provided. 281—IAC 12.5(16)</p> <p>SO2. The school or school district does not inform students about the possible value of a subject taught. 281—IAC 12.5(16)</p> <p>SO3. Students have access to one or more of the minimum standards in Division V <u>only</u> outside of the school day. 281—IAC 12.5(16)</p>
281—IAC 12.5(17)	<i>Educational excellence program—Phase III</i>	<i>*This subrule was rescinded, effective 1/9/08</i>		

<p>281—IAC 12.5(17)</p>	<p>Twenty-first century learning skills.</p>	<p>Twenty-first century learning skills include civic literacy, health literacy, technology literacy, financial literacy, and employability skills. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in these areas. In doing so, schools and school districts shall apply to all curricular areas the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS1. The district or school does not address twenty-first learning skills in grades kindergarten through grade 281—IAC 12.5(17)</p>
<p>281—IAC 12.5(17)(a)</p>	<p>Civic literacy</p>	<p>Components of civic literacy include rights and responsibilities of citizens; principles of democracy and republicanism; purpose and function of the three branches of government; local, state, and national government; inherent, expressed, and implied powers; strategies for effective political action; how law and public policy are established; how various political systems define rights and responsibilities of the individual; the role of the United States in current world affairs.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS2. The components of civic literacy are not addressed kindergarten through grade twelve. 281—IAC 12.5(17)(a)</p>
<p>281—IAC 12.5(17)(b)</p>	<p>Health literacy</p>	<p>Components of health literacy include understanding and using basic health concepts to enhance personal, family and community health; establish and monitor health goals; effectively manage health risk situations and advocate for others; demonstrate a healthy lifestyle that benefits the individual and society.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS3. The components of health literacy are not addressed kindergarten through grade twelve. 281—IAC 12.5(17)(b)</p>

<p>281—IAC 12.5(17)(c)</p>	<p>Technology literacy</p>	<p>Components of technology literacy include creative thinking; development of innovative products and processes; support of personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; informed decision making.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS4. The components of technology literacy are not addressed kindergarten through grade twelve. 281—IAC 12.5(17)(c)</p>
<p>281—IAC 12.5(17)(d)</p>	<p>Financial literacy</p>	<p>Components of financial literacy include developing short- and long-term financial goals; understanding needs versus wants; spending plans and positive cash flow; informed and responsible decision making; repaying debt; risk management options; saving, investing, and asset building; understanding human, cultural, and societal issues; legal and ethical behavior.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS5. The components of financial literacy are not addressed kindergarten through grade twelve. 281—IAC 12.5(17)(d)</p>
<p>281—IAC 12.5(17)(e)</p>	<p>Employability skills</p>	<p>Components of employability skills include different perspectives and cross-cultural understanding; adaptability and flexibility; ambiguity and change; leadership; integrity, ethical behavior, and social responsibility; initiative and self-direction; productivity and accountability.</p>	<ul style="list-style-type: none"> • Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first century learning skill is locally determined. 	<p>TCLS6. The components of employability skills are not addressed kindergarten through grade twelve. 281—IAC 12.5(17)(e)</p>
<p>281—IAC 12.5(18)</p>	<p>Early Intervention Program</p>	<p>Each school district receiving early intervention program funds shall make provision sot meet the needs of</p>	<p><i>Note: This paragraph applies only to districts accessing early intervention/class size reduction funds.</i></p>	<p><i>Note: This paragraph applies only to districts accessing early intervention/class size reduction funds.</i></p>

		<p>kindergarten through grade 3 students. The intent of the early intervention program is to reduce class size, to achieve a higher level of student success in the basic skills, and to increase teacher-parent communication and accountability. ...</p> <p>A school district shall, at a minimum, biannually inform parents of their individual child's performance on the results of diagnostic assessments in kindergarten through grade 3.</p>		<p>EIP1. The district does not have a budget, including a list of expenditures, for the following designated fund: early Intervention/class size reduction. 281—IAC 12.5(18)</p> <p>DPOL3. The methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in the 1999 Iowa Acts, House File 743 do not appear anywhere in local board policies. 281—IAC 12.8(1)(b)(1)</p>
<p>281—IAC 12.5(19)</p>	<p>Physical activity requirement</p>	<p>Subject to the provisions of subrule 12.5(6), physically able pupils in kindergarten through grade 5 shall engage in physical activity for a minimum of 30 minutes each school day. Subject to the provisions of subrule 12.5(6), physically able pupils in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.</p>	<ul style="list-style-type: none"> • The physical activity requirements can be adjusted based on alignment of grades in an attendance center. The breakdown of K-5 and 6-12 reflects the basic intent of the law that students in self-contained classrooms must have 30 minutes a day; those with multiple teachers must have 120 minutes a week. Generally speaking, then, students in a K-6 elementary building must have 30 minutes of physical activity daily. Students in a 5-8 middle school may adhere to the weekly requirement of 120 minutes. • Legislation states the amount of physical activity is a weekly requirement, it cannot be averaged out over a month, semester, or year. 	<p>PA1. Pupils in kindergarten through grade 5 do not engage in physical activity for a minimum of 30 minutes each school day. 281—IAC 12.5(19)</p> <p>PA2. Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281—IAC 12.5(19)</p>

<p>281—IAC 12.5(19)</p>	<p>Physical activity requirement</p>	<p>a. This requirement may be met by pupils in grades 6 through 12 by participation in the following activities including, but not limited to:</p> <p>(1) Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union;</p> <p>(2) School-sponsored marching band, show choir, dance, drill, cheer, or similar activities;</p> <p>(3) Nonschool gymnastics, dance, team sports, individual sports; or</p> <p>(4) Similar endeavors that involve movement, manipulation, or exertion of the body.</p> <p>b. When the requirement is to be met in full or in part by a pupil using one or more nonschool activities, the school or school district shall enter into a written agreement with the pupil. The agreement shall state the nature of the activity and the starting and ending dates of the activity and shall provide sufficient information about the duration of time of the activity each week. The agreement shall also be signed by the school principal or principal's designee and by at least one parent or guardian of the pupil if the pupil is a minor. The pupil shall sign the agreement, regardless of the age of the pupil. The agreement shall be effective for no longer than one school year. There is no limit to the number of agreements that a school or school district may have with any one pupil during the enrollment of the pupil.</p>	<ul style="list-style-type: none"> • Physical activity is not synonymous with physical education. • Physical activity requirements do not change the physical education requirements contained within Chapter 12. 	<p>PA3. No procedure for developing and monitoring written agreements or other means of compliance with the physical activity requirement exists. 281—IAC 12.5(19)(b)</p> <p>PA4. The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements. 281-IAC 12.5(19)(d)</p>
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<p>281—IAC 12.5(19)</p>	<p>Physical activity requirement</p>	<p>c. In no event may a school or school district reduce the regular instructional time, as defined by “unit” in subrule 12.5(14), for any pupil to enable the pupil to meet the physical activity requirement. However, this requirement may be met by physical education classes, activities at recess or during class time, and before- or after-school activities. d. Schools and school districts must provide documentation that pupils are being provided with the support to complete the physical activity requirement. This documentation may be provided through printed schedules, district policies, student handbooks, and similar means.</p>		
<p>281—IAC 12.5(20)</p>	<p>Cardio-pulmonary resuscitation course</p>	<p>Subject to the provisions of subrule 12.5(6), at any time prior to the end of twelfth grade, every pupil physically able to do so shall have completed a psychomotor course that leads to certification in cardiopulmonary resuscitation. A school or school district administrator may waive this requirement for any pupil who is not physically able to complete the course. A course that leads to certification in CPR may be taught during the school day by either a school or school district employee or by a volunteer, as long as the person is certified to teach a course that leads to certification in CPR. In addition, a school or school district shall accept certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that this requirement has been met by a pupil. A school or school district shall not accept auditing of a CPR course, nor a course in infant CPR only. This subrule is effective for the graduating class of 2011-2012.</p>	<ul style="list-style-type: none"> • Schools may accept proof that a student has completed CPR outside of school (for instance, as part of training to be a swim instructor or life guard, EMT, or babysitter). If a school or school district provides the training during the school day, the school or school district may bring in any person from the community or elsewhere who is certified to teach CPR if no one on staff has this certification. • Because certification is optional (the law just requires that each student TAKE a CPR class, not become certified), if students are told that certification is optional, the district may charge for the certification card. 	<p>CPR1. The school or school district does not have a process through which students’ cardiopulmonary resuscitation requirements are met and verified. 281—IAC 12.5(20)</p>

281—IAC 12.6(1)	General guidelines/ activity program	Each board shall sponsor a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.	<ul style="list-style-type: none"> • This provision relates to any activity provided by or under the auspices of the school for students, from athletics to arts, contests, etc. • A balance of activities must be provided so that there will opportunities for all students to participate in something. • The person who supervises the entire activity program (e.g., the activity director) must be properly endorsed. • Only the coach or sponsor of an <u>athletic</u> activity must have the proper endorsement. (Whether or not an activity is designated as an “athletic” activity is a local decision.) • Coaches or sponsors of activities that are <u>not designated as athletic</u> do not have to be licensed teachers or have any special endorsement. (However, these individuals must be under the supervision of a licensed or endorsed school employee.) 	<p>AP1. The person supervising the entire activity program does not have the appropriate license or endorsement. 281—IAC 12.6(1)</p> <p>AP2. The only student activities offered are athletic. 281—IAC 12.6(1)</p> <p>AP3. The only student activities offered are non-athletic. 281—IAC 12.6(1)</p> <p>AP4. The school or school district does not sponsor a pupil activity program. 281—IAC 12.6(1)</p>
281—IAC 12.6(2)	Supervised intramural sports	<i>*Refer directly to Chapter 12 for content of this subrule.</i>		
281—IAC 12.7(1)(a)	Provisions for district professional development plans	Each school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff, including the district professional development plan required in 281—paragraph 83.6(2)”a.” To meet the professional needs of all staff, professional development activities shall align with district goals; shall be based upon student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program;...	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • “All staff” includes classified/non-certified and licensed/certificated staff responsible for delivery of instruction. • How often the school district provides professional development is a local decision. • The process of gathering and the types of student information gathered is a local decision. This information may determine the content of local professional development. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>PD1. The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD2. No evidence exists that professional development reflects student needs. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p>

			<ul style="list-style-type: none"> The process of gathering and the types of staff information gathered is a local decision. This information may determine the content of local professional development. 	<p>PD3. No evidence exists that professional development reflects staff needs. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD4. No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281—IAC 12.7(1)(a)</p>
281—IAC 12.7(1)(a)		<p>...and shall adhere to the professional development standards in 281—paragraph 83.6(2)“b” to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> The professional development standards in 281—IAC 83.6(2)(b) specify the following requirements regarding implementation of the school district’s professional development plan: <ol style="list-style-type: none"> (1) Align with the Iowa teaching standards and criteria; (2) Deliver research-based instructional strategies aligned with the student achievement goals established by the district; (3) Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components: <ol style="list-style-type: none"> 1. Student achievement data and analysis; 2. Theory; 3. Classroom demonstration and practice; 4. Observation and reflection; 5. Teacher collaboration and study of implementation; and 6. Integration of instructional technology, if applicable; (4) Include an evaluation component of 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>PD5. The comprehensive school improvement plan (CSIP) does not contain evidence of any research-based staff development practices. 281—IAC 12.7(1)(a)</p> <p>PD5.1 No evidence exists that professional development delivers research-based instructional practices. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD6. The comprehensive school improvement plan (CSIP) does not contain evidence that any professional development aligns with school or school district goals. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p>

			<p>professional development that documents the improvement in instructional practice and the effect on student learning; and (5) Support the professional development needs of district licensed staff responsible for instruction.</p> <ul style="list-style-type: none"> Professional development must be related to priorities as stated in the local CSIP. 	<p>PD6.1 No evidence exists that professional development activities align with school or school district goals. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD7. District professional development does not align with the Iowa teaching standards and criteria. 281—IAC 12.7(1)(a)</p> <p>PD8. District professional development does not deliver training targeted at instructional improvement, designed with the following components: student achievement data and analysis; theory; classroom demonstration and practice; observation and reflection; teacher collaboration and the study of implementation; and integration of instructional technology, if applicable. 281—IAC 12.7(1)(a)</p> <p>PD9. District professional development does not include an evaluation component that documents the improvement in instructional practice and the effect on student learning. 281—IAC 12.7(1)(a)</p>
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<p>281—IAC 12.7(1)(b)</p>	<p>Provisions for attendance center professional development plans</p>	<p>Each school district shall ensure that every attendance center has an attendance center professional development plan that addresses, at a minimum, the needs of the teachers in that center; the Iowa teaching standards; the district professional development plan; and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement plan.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> • The process of gathering and the types of staff information gathered for each attendance center is a local decision. • The specific Iowa teaching standards addressed by the attendance center plan is a local decision. • Attendance center professional development must align to the district professional development plan and student achievement goals stated in the local CSIP. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>ACPD1. Professional development plans are not in place for each district attendance center. 281—IAC 12.7(1)(b)</p> <p>ACPD2.1. Attendance center professional development plans are not in place that address the needs of the teachers in that center. 281—IAC 12.7(1)(b)</p> <p>ACPD2.2. Attendance center professional development plans are not in place that address the Iowa teaching standards. 281—IAC 12.7(1)(b)</p> <p>ACPD2.3. Attendance center professional development plans are not in place that address the district professional development plan. 281—IAC 12.7(1)(b)</p> <p>ACPD2.4. Attendance center professional development plans are not in place that address the student achievement goals of the attendance center and the school district as set forth in the CSIP. 281—IAC 12.7(1)(b)</p>
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<p>281—IAC 12.7(1)(c)</p>	<p>Provisions for individual teacher professional development plans</p>	<p>Each school district shall ensure that every teacher as defined in rule 281—83.2(284,284A) has an individual teacher professional development plan that meets the expectation in 281—subrule 83.6(1).</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <p>281—IAC 83.6(1) states the following regarding individual teacher professional development plans:</p> <ul style="list-style-type: none"> • The purpose of the individual plan is to promote individual and collective professional development. At a minimum, the goals for an individual teacher professional development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district, as outlined in the comprehensive school improvement plan, and the needs of the teacher. • The goals shall go beyond those required under the attendance center professional development plan. • The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined content to the extent possible. • The individual plan shall be developed by the teacher in collaboration with the teacher’s evaluator. An annual meeting shall be held between the teacher’s evaluator and the teacher to review the goals and refine the plan. 	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>IPDP1. No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281—IAC 12.7(1)(c)</p> <p>IPDP2.1. No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281—IAC 12.7(1)(c)</p> <p>IPDP2.2. No evidence exists that individual professional development plans are based on the needs of the teacher. 281—IAC 12.7(1)(c)</p> <p>IPDP2.3. No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281—IAC 12.7(1)(c)</p> <p>IPDP2.4. No evidence exists that individual professional development plans are developed by the teacher in collaboration with the teacher’s evaluator. 281—IAC 12.7(1)(c)</p>
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				IPDP2.5. No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281—IAC 12.7(1)(c)
281—IAC 12.7(1)(d)	Budget for professional development (school districts)	The board shall annually budget specified funds to implement the plan required in paragraph 12.7(1)"a."	<ul style="list-style-type: none"> The amount of funds budgeted for professional development for all employees is a local decision. 	PDB1. The school or school district does not budget any funds for professional development. 281—IAC 12.7(1)(d), 281—IAC 12.7(2)(b)
281—IAC 12.7(2)(a)	Provisions for accredited nonpublic school professional development	Each accredited nonpublic school shall incorporate into its comprehensive school improvement plan provisions for the professional development of staff. To meet the professional needs of instructional staff, professional development activities shall align with school achievement goals and shall be based on student achievement needs and staff professional development needs.	<p><i>Note: This requirement applies only to accredited nonpublic schools.</i></p> <ul style="list-style-type: none"> At a minimum, "staff" includes all individuals responsible for delivery of instruction. The process of gathering and the types of student information gathered is a local decision. This information may determine the content of local professional development. The process of gathering and the types of staff information gathered is a local decision. This information may determine the content of local professional development. 	<p><i>Note: This requirement applies <u>only</u> to accredited nonpublic schools.</i></p> <p>PD1. The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281—IAC 12.7(1)(a), 281—IAC 12.7(1)(a)</p> <p>PD2. No evidence exists that professional development reflects student needs. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD3. No evidence exists that professional development reflects staff needs. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p>

				<p>PD6. The comprehensive school improvement plan (CSIP) does not contain evidence that any professional development aligns with school or school district goals. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD6.1 No evidence exists that professional development activities align with school or school district goals. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p>
281—IAC 12.7(2)(a)	Provisions for accredited nonpublic school professional development	The plan shall deliver research-based instructional practices to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.	<p><i>Note: This requirement applies only to accredited nonpublic schools.</i></p> <ul style="list-style-type: none"> • How often the school provides professional development is a local decision. • The type of research-based instructional practices selected is a local decision. • Professional development must be related to priorities as stated in the local CSIP. 	<p><i>Note: This requirement applies <u>only</u> to accredited nonpublic schools.</i></p> <p>PD5. The comprehensive school improvement plan (CSIP) does not contain evidence of any research-based instructional practices. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p> <p>PD5.1 No evidence exists that professional development delivers research-based instructional practices. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a)</p>
281—IAC 12.7(2)(b)	Budget for professional development (accredited nonpublic schools)	The board shall annually budget specified funds to implement the plan required in paragraph 12.7(2)"a."	<ul style="list-style-type: none"> • The amount of funds budgeted for professional development is a local decision. 	<p>PDB1. The school or school district does not budget any funds for professional development. 281—IAC 12.7(1)(d), 281—IAC 12.7(2)(b)</p>

<p>28—IAC 12.8(1)</p>	<p>Comprehensive School improvement</p>	<p>The general accreditation standards are minimum, uniform requirements. However, the department encourages schools and school districts to go beyond the minimum with their work toward ongoing improvement. As a means to this end, local comprehensive school improvement plans shall be specific to a school or school district and designed, at a minimum, to increase the learning, achievement, and performance of all students.</p> <p>As a part of ongoing improvement in its educational system, the board shall adopt a written comprehensive school improvement plan designed for continuous school, parental, and community involvement in the development and monitoring of a plan that is aligned with school or school district determined needs. The plan shall incorporate, to the extent possible, the consolidation of federal and state planning, goal setting, and reporting requirements...</p>	<ul style="list-style-type: none"> • The comprehensive school improvement plan (CSIP) is intended to focus on the improvement of student learning. • The CSIP should be a clear, usable, and public document that communicates school/district priorities over a period of time. • What priorities and actions a CSIP contains beyond minimum requirements is locally determined. • For public school districts, the CSIP might also function as the program application for state and federal funds for which the district is making application. 	<p>CSIP1. There is no evidence that a school or school district's board has adopted a comprehensive school improvement plan (CSIP). 281—IAC 12.8(1)</p>
<p>281—IAC 12.8(1)(a) (1)</p>	<p>Community involvement: Local community</p>	<p>The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years:</p> <ol style="list-style-type: none"> 1. Statement of philosophy, beliefs, mission, or vision; 2. Major educational needs; and 3. Student learning goals. 	<ul style="list-style-type: none"> • How the school or school district defines "local community" is a local decision. • How the school or school district seeks input from the community is a local decision. • A school or school district is not limited to conducting a needs assessment only once every five years. • What titles/labels the school or school district uses to identify elements #1-3 in this rule is locally determined. • "Student learning goals" means general statements of expectations for all graduates. • The type and number of student learning 	<p>LC1. The school or school district does not seek input from the local community at least once every five years about statement of philosophy, beliefs, mission, and/or vision. 281—IAC 12.8(1)(a)(1)</p> <p>LC2. The school or school district does not have a statement of philosophy, beliefs, mission, and/or vision. 281—IAC 12.8(1)(a)(1)</p>

			<p>goals is locally determined.</p>	<p>LC3. The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about major educational needs. 281—IAC 12.8(1)(a)(1)</p> <p>LC4. The comprehensive school improvement plan (CSIP) does not contain major educational needs. 281—IAC 12.8(1)(a)(1)</p> <p>LC5. The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about student learning goals. 281—IAC 12.8(1)(a)(1)</p> <p>LC6. The comprehensive school improvement plan (CSIP) does not contain student learning goals. 281—IAC 12.8(1)(a)(1)</p>
<p>281—IAC 12.8(1)(a)(2)</p>	<p>Community involvement: School improvement advisory committee.</p>	<p>To meet requirements of Iowa Code section 280.12(2) as amended by 2007 Iowa Acts, Senate File 427, section 2, the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:</p> <ol style="list-style-type: none"> 1. Major educational needs; 2. Student learning goals; 3. Long-range goals that include, but are 	<ul style="list-style-type: none"> • The name of this advisory committee is a local decision. • Board minutes indicate that the SIAC is board-appointed. • The SIAC shall consist of members representing the following: parents, students, teachers, administrators, and community members. • To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. 	<p>SIAC1. No evidence exists that the School Improvement Advisory Committee is board appointed. 281—IAC 12.8(1)(a)(2)</p> <p>SIAC2. The School Improvement Advisory Committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.</p>

		<p>not limited to, the state indicators that address reading, mathematics, and science achievement; and</p> <p>4. Harassment or bullying prevention goals, programs, training, and other initiatives.</p>	<p><i>Note: Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the SIAC, defines gender balance as half and half for even-numbered committees or half plus one for odd-numbered committees.</i></p> <ul style="list-style-type: none"> • What processes the school or school district uses to obtain recommendations from the advisory committee for the board with regard to components #1-4 in rule is locally determined. 	<p>281—IAC 12.2</p> <p>SIAC5. No evidence exists that the School Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives. 281—IAC 12.8(1)(a)(2)</p> <p>SIAC6. No evidence exists that the district, to the extent possible, has made <u>an effort</u> to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee. 281-IAC 12.2</p>
<p>281—IAC 12.8(1)(a)(3)</p>	<p>Community involvement: School improvement advisory committee</p>	<p>At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following:</p> <ol style="list-style-type: none"> 1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3); 2. Progress achieved with other locally determined core indicators; and 3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement. 	<ul style="list-style-type: none"> • The SIAC must meet at least once each year to fulfill this requirement. • "Locally-determined indicators" may include, but are not limited to, the following: attendance, suspensions, % students migratory, % parents/guardians who participate in conferences, % students who participate in extra-curricular activities in grades 7-12. • The SIAC must be provided the opportunity to make recommendations to the board about the annual improvement goals for the next year. • Board minutes should reflect annual recommendations to the board by SIAC. 	<p>SIAC3. The School Improvement Advisory Committee does not meet at least once each year. 281—IAC 12.8(1)(a)(3)</p> <p>SIAC4. The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281—IAC 12.8(1)(a)(3)</p>

<p>281—IAC 12.8(1)(b)(1)</p>	<p>Data collection, analysis, and goal setting: Policy</p>	<p>The board shall adopt a policy for conducting ongoing and long-range needs assessment processes. This policy shall ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners. The policy shall include provisions for keeping the local community regularly informed of progress on state indicators as described in subrule 12.8(3), other locally determined indicators within the comprehensive school improvement plan as required by Iowa Code section 280.12, and the methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in 1999 Iowa Acts, House File 743. The policy shall describe how the school or school district shall provide opportunities for local community feedback on an ongoing basis.</p>	<ul style="list-style-type: none"> • The board policy subject matter required in this rule may be incorporated among several policies- the subject matter does not have to appear in one policy. • Board policies have to cover the subject matter in these requirements; however, board policy substance is locally determined. • The board policy subject matter "methods to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in the 1999 Iowa Acts, House File 743" only applies to school districts, <u>not</u> accredited nonpublic schools. 	<p>DPOL1. Provisions for keeping the local community regularly informed of progress on state indicators as described in subrule 12.8(3) do not appear anywhere in local board policies. 281—IAC 12.8(1)(b)(1)</p> <p>DPOL2. Provisions for keeping the local community regularly informed of progress on locally determined indicators within the comprehensive school improvement plan as required by Iowa Code section 280.12 do not appear anywhere in local board policies. 281—IAC 12.8(1)(b)(1)</p> <p>DPOL3. The methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in the 1999 Iowa Acts, House File 743 do not appear anywhere in local board policies. 281—IAC 12.8(1)(b)(1)</p> <p>DPOL4. How the school or school district shall provide opportunities for local community feedback on an ongoing basis does not appear anywhere in local board policies. 281—IAC 12.8(1)(b)(1)</p>
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<p>281—IAC 12.8(1)(b)(2)</p>	<p>Data collection, analysis, and goal setting: Long-range data collection and analysis.</p>	<p>The long-range needs assessment process shall include provisions for collecting, analyzing, and reporting information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:</p> <ol style="list-style-type: none"> 1. State indicators and other locally determined indicators; 2. Locally established student learning goals; and 3. Specific data collection required by federal and state programs. <p>Schools and school districts shall also collect information about additional factors influencing student achievement which may include, but are not limited to, demographics, attitudes, health, and other risk factors.</p>	<ul style="list-style-type: none"> • The process for collection and analysis of long-range needs assessment data is locally determined. • The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators: <ol style="list-style-type: none"> 1. Reading 2. Mathematics 3. Science 4. Dropouts 5. High school seniors intending to pursue post-secondary education 6. High school students/indicators of post-secondary success 7. High school graduates completing core program • “Analysis” means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction. • “Additional factors” are locally determined indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a). 	<p>LRDA1. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis over time. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA2. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for state indicators. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA3. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally determined indicators. 281—IAC 12.8(1)(b)(2)(1)</p> <p>LRDA4. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally established student learning goals. 281—IAC 12.8(1)(b)(2)(2)</p> <p>LRDA5. There does not appear to be a connection between the student data, the goal(s), or the content selected for professional development learning. The plan provides no evidence that needs data were used in planning. 281—IAC 12.7(1)</p>
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<p>281—IAC 12.8(1)(b)(3)</p>	<p>Data collection, analysis, and goal setting: Long-range goals.</p>	<p>The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement in at least the areas of reading, mathematics, and science.</p>	<ul style="list-style-type: none"> • “Long range goals” means desired targets to be reached over an extended period of time. <p><u>Long range goal to address reading achievement under No Child Left Behind</u></p> <ul style="list-style-type: none"> • A school district may choose to use its state trajectory goal(s) under the No Child Left Behind Act of 2001 (100 percent of students proficient in reading by 2013-2014) as its long range goal to address reading and mathematics achievement. <p><u>Long range goals under 281—IAC 12.8</u></p> <p>For long range goals written under 281—IAC 12.8 (for accredited nonpublic schools and school districts that choose to write long range goals in addition to the state trajectory goals for reading and mathematics), the following criteria apply:</p> <ul style="list-style-type: none"> • Long-range improvement goals may or may not contain a percentage increase. • A long-range goal may contain more than one content area. • Long-range goals may be based upon a specific subgroup, not necessarily based on an entire population. • Long-range improvement goals must be based on improving student achievement, not maintaining student achievement. • The long-range goal might not contain the words “reading,” “mathematics,” or “science,” but the goal must contain language that leads to the improvement of achievement in those areas (e.g., a literacy goal). 	<p>LRG1. The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of reading. 281—IAC 12.8(1)(b)(3)</p> <p>LRG2. The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of mathematics. 281—IAC 12.8(1)(b)(3)</p> <p>LRG3. The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement the area of science. 281—IAC 12.8(1)(b)(3)</p>
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281—IAC 12.8(1)(b)(4)	Data collection, analysis, and goal setting: Annual data collection and analysis.	The ongoing needs assessment process shall include provisions for collecting and analyzing annual assessment data on the state indicators, other locally determined indicators, and locally established student learning goals.	<ul style="list-style-type: none"> • What process a school or school district uses to collect and analyze annual data is locally determined. 	<p>ADCA1. No evidence exists that the school or school district collects annual data about state indicators. 281—IAC 12.8(1)(b)(4)</p> <p>ADCA2. No evidence exists that the school or school district collects annual data about locally determined indicators. 281—IAC 12.8(1)(b)(4)</p> <p>ADCA3. No evidence exists that the school or school district collects annual data about locally established student learning goals. 281—IAC 12.8(1)(b)(4)</p>
281—IAC 12.8(1)(b)(5)	Data collection, analysis, and goal setting: Annual improvement goals.	The board, with input from its school improvement advisory committee, shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of	<ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. • A school district may use its “annual measurable objectives” (AMOs) under 	<p>AIG1. The school or school district does not have a measurable goal that addresses annual improvement in student achievement in the area of reading. 281—IAC 12.8(1)(b)(5)</p>

		<p>students, or both. Annual improvement goals may be set for the early intervention program as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.</p>	<p>NCLB as its annual improvement goals for reading and mathematics required by Chapter 12 if the AMO indicates growth versus maintenance of existing levels of performance.</p>	<p>AIG2. The school or school district does not have a measurable goal that addresses annual improvement in student achievement in the area of mathematics. 281—IAC 12.8(1)(b)(5)</p> <p>AIG3. The school or school district does not have a measurable goal that addresses annual improvement in student achievement in the area of science. 281—IAC 12.8(1)(b)(5)</p>
<p>281—IAC 12.8(1)(c)(1)</p>	<p>Content standards and benchmarks: Policy</p>	<p>The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. The policy shall describe a process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information.</p>	<ul style="list-style-type: none"> • The board policy subject matter required in this rule may be incorporated among several policies. The subject matter around curriculum does not have to appear in one policy. • Board policies have to cover the subject matter of this requirement; however, board policy substance is locally determined. 	<p>CSBP1. The "procedures for developing the total curriculum" do not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p> <p>CSBP2. The "procedures for implementing the total curriculum" do not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p> <p>CSBP3. The "procedures for evaluating the total curriculum" do not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p> <p>CSBP4. "A process for establishing content standards" does not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p>

				<p>CSBP5. "A process for establishing benchmarks" does not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p> <p>CSBP6. "A process for establishing performance levels" does not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p> <p>CSBP7. "A process for establishing improvement goals aligned with needs assessment information" does not appear anywhere in local board policy. 281—IAC 12.8(1)(c)(1)</p>
<p>28—IAC 12.8(1)(c) (2)</p>	<p>Content standards and benchmarks: Content standards and benchmarks.</p>	<p>The board shall adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation. Included in the local standards and benchmarks shall be the core content standards from Iowa's approved standards and assessment system under the applicable provisions of the federal Elementary and Secondary Education Act. Standards and benchmarks may be adopted for other curriculum areas defined in 281-Chapter 12, Division V. The comprehensive school improvement plan submitted to the department shall contain, at a minimum, the core content standards for reading, mathematics, and science. The educational program as defined in 281-Chapter 12, Division II, shall incorporate career education, multicultural and gender fair education, technology integration,</p>	<ul style="list-style-type: none"> Local standards and benchmarks for reading, mathematics, and science shall include, at a minimum, the core content standards from Iowa's approved standards and assessment system under the applicable provisions of the federal Elementary and Secondary Education Act. <p><i>Note for public school districts: To meet federal requirements pursuant to NCLB, each school district is required to have standards and benchmarks or grade level expectations at grades 3, 4, 5, 6, 7, 8, and 11 for reading and/or language arts, mathematics, and science.</i></p>	<p>CSB1. The school or school district does not have content standards in reading to guide the learning of students from the date of school entrance until high school graduation. 281—IAC 12.8(1)(c)(2)</p> <p>CSB2. The school or school district does not have content standards in mathematics to guide the learning of students from the date of school entrance until high school graduation. 281—IAC 12.8(1)(c)(2)</p>

		<p>global education, higher-order thinking skills, learning skills, and communication skills as outlined in subrules 12.5(7), 12.5(8), 12.5(10), and 12.5(11), and subparagraph 12.8(1)(c)(1).</p>		<p>CSB3. The school or school district does not have content standards in science to guide the learning of students from the date of school entrance until high school graduation. 281—IAC 12.8(1)(c)(2)</p> <p>CSB4. The school or school district does not include the core content standards from Iowa’s approved standards in the following area(s): ____ reading ____ mathematics ____ science 281—IAC 12.8(1)(c)(2)</p> <p>CSB5. Benchmarks in reading have not been established that apply to the grade levels served by the school or school district. 281—IAC 12.8(1)(c)(2)</p> <p>CSB6. Benchmarks in mathematics have not been established that apply to the grade levels served by the school or school district. 281—IAC 12.8(1)(c)(2)</p> <p>CSB7. Benchmarks in science have not been established that apply to the grade levels served by the school or school district. 281—IAC 12.8(1)(c)(2)</p>
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<p>281—IAC 12.8(1)(d)</p>	<p>Determination and implementation of actions to meet the needs.</p>	<p>The comprehensive school improvement plan shall include actions the school or school district shall take districtwide in order to accomplish its long-range and annual improvement goals as required in Iowa Code section 281.12(1)(b).</p> <ol style="list-style-type: none"> 1. Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals, annual improvement goals, and the early intervention goals as described in subrule 12.5(18). 2. A school or school district shall document consolidation of state and federal resources and requirements, as appropriate, to implement the actions in its comprehensive school improvement plan. State and federal resources shall be used, as applicable, to support implementation of the plan. 3. A school or school district may have building-level action plans, aligned with its comprehensive school improvement plan. These may be included in the comprehensive school improvement plan or kept on file at the local level. 	<ul style="list-style-type: none"> • Specific district-wide actions are locally determined. • The actions are aligned with long-range goals. 	<p>AMN1. The CSIP does not contain actions that address the improvement of curricular and instructional practices for obtainment of long range and annual improvement goals in reading. 281—IAC 12.8(1)(d)</p> <p>AMN2. The CSIP does not contain actions that address the improvement of curricular and instructional practices for obtainment on long range and annual improvement goals in mathematics. 281—IAC 12.8(1)(d)</p> <p>AMN3. The CSIP does not contain actions that address the improvement of curricular and instructional practices for obtainment on long range and annual improvement goals in science. 281—IAC 12.8(1)(d)</p>
<p>281—IAC 12.8(1)(e)</p>	<p>Evaluation of the comprehensive school improvement plan.</p>	<p>A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.</p>	<ul style="list-style-type: none"> • “Strategies” to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively. • Strategies to collect data and information are locally determined. 	<p>ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)</p>

<p>281—IAC 12.8(1)(f)</p>	<p>Assessment of student achievement: All students</p>	<p>Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards, which include the core content standards referenced in subparagraph 12.8(1)(c)(2). These assessments are not limited to commercially developed measures.</p>	<ul style="list-style-type: none"> • District-wide means all attendance centers within a school district or accredited nonpublic school. • District-wide assessment means large-scale achievement or performance measures. • All students must participate in district-wide assessments unless a student's IEP designates an alternate assessment. • The district-wide assessment plan must assess student progress on all content standards in reading, mathematics, and science. • School districts are providing evidence for the technical adequacy of district-wide assessments through the Iowa Technical Adequacy Project (ITAP). <p><i>Note for public school districts: NCLB requires that all students be tested if they are enrolled in school on the day of testing. Testing windows for the ITBS and the ITED are established by Iowa school districts in accordance with Iowa Testing Program guidelines. It is expected that a school building and the district can report results for all district enrolled and open-enrolled students.</i></p>	<p>DWAP1. The comprehensive school improvement plan (CSIP) does not contain evidence that all students are included in district-wide assessments used to measure goal progress with reading and mathematics. 281—IAC 12.8(1)(f)</p> <p>DWAP2. The school/school district does not have evidence that district-wide assessments are aligned with all local standards in reading and mathematics. 281—IAC 12.8(1)(f)</p>
	<p>Assessment of student achievement: Diagnostic Assessments K-3 281--IAC 12.8(1)(f) and Iowa Code subsection 256D.1(b)</p>	<p>School districts receiving early intervention funding described in subrule 12.5(18) shall provide for diagnostic reading assessments for kindergarten through grade 3 students as described in 1999 Iowa Acts, House File 743.</p>	<p><i>Note: These requirements apply only to public school districts accessing Iowa Early Intervention Program funds.</i></p> <ul style="list-style-type: none"> • Diagnostic assessments need to be administered at every grade K, 1, 2, and 3. • Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. 	<p><i>Note: These requirements apply only to public school districts accessing Iowa Early Intervention Program funds.</i></p> <p>DWAP3. The comprehensive school improvement plan (CSIP) does not contain diagnostic assessments at each of grades K, 1, 2, and 3. 281—IAC 12.8(1)(f)</p>

			<ul style="list-style-type: none"> • Districts do not have to assess all three areas (phonemic awareness, fluency, and comprehension) at each grade level; however, all three areas must be assessed at some time in the K-3 grade span. • Districts must determine the grade level at which to assess skills most appropriately. 	<p>DWAP4. The comprehensive school improvement plan (CSIP) does not contain diagnostic assessments that cover phonemic awareness, fluency, and comprehension at some time in the K-3 grade span. 281—IAC 12.8(1)(f) and Iowa Code subsection 256D.1(b)</p> <p>DWAP5. The school district does not notify parents at least two times each year of their child’s reading progress and interventions planned to improve performance. 281—IAC 12.8(1)(f)</p>
<p>281—IAC 12.8(1)(f)(1)</p>	<p>Assessment of student achievement: State indicators.</p>	<p>Using at least one districtwide assessment, a school or school district shall assess student progress on the state indicators in, but not limited to, reading, mathematics, and science as specified in subrule 12.8(3). At least one districtwide assessment shall allow for, but not be limited to, the comparison of the school or school district's students with students from across the state and in the nation in reading, mathematics, and science. A school or school district shall use additional assessments to measure progress on locally determined content standards in at least reading, mathematics, and science.</p>	<ul style="list-style-type: none"> • Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data. • The multiple measure/s can be given at any grade level. This is a local decision. • At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in reading, mathematics, and science. 	<p>DWAP6. The comprehensive school improvement plan (CSIP) does not demonstrate that at least one multiple measure is used district-wide to assess student progress in reading. 281—IAC 12.8(1)(f)(1)</p> <p>DWAP7. The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in mathematics. 281—IAC 12.8(1)(f)(1)</p>

				DWAP8. The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in science. 281—IAC 12.8(1)(f)(1)
281-IAC 12.8(1)(f)(2)	Assessment of student achievement: Performance levels.	A school or school district shall establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 4, 8, and 11, and science in grades 8 and 11 or use the achievement levels established by the Iowa Testing Program to meet the intent of this subparagraph (2).	<ul style="list-style-type: none"> • For accountability purposes, the ITBS and ITED meet the requirements for performance levels. • A school or school district may use multiple measures with performance levels. If these levels are determined locally, the school or school district should document how those levels were determined. 	<p>DWAP9. The school or school district has not established at least three performance levels on at least one district-wide assessment in the area of reading. 281-IAC 12.8(1)(f)(2)</p> <p>DWAP10. The school or school district has not established at least three performance levels on at least one district-wide assessment in the area of mathematics. 281-IAC 12.8(1)(f)(2)</p> <p>DWAP11. The school or school district has not established at least three performance levels on at least one district-wide assessment in the area of science. 281-IAC 12.8(1)(f)(2)</p>
281-IAC 12.8(1)(g)	Assurances and support.	A school or school district shall provide evidence that its board has approved and supports the five-year comprehensive school improvement plan and any future revisions of that plan. This assurance includes the commitment for ongoing improvement of the educational system.	N/A	ANS1. No evidence exists that the local school board has approved and supports the comprehensive school improvement plan (CSIP). 281-IAC 12.8(1)(g)

281-IAC 12.8(3)	Annual reporting requirements	Notes: <ul style="list-style-type: none">• Each school district and accredited nonpublic school in Iowa is required to meet annual reporting requirements (APR). Meeting this requirement includes submitting data/information to the Department and distributing all required reporting data/information to the local community.• APR requirements can be accessed annually on the Department's web site at https://www.edinfo.state.ia.us/securelogin.asp.
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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.