December State Board Meeting
Grimes State Office Building
Des Moines, Iowa

December 11, 2008

AGENDA*

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Sister Jude Fitzpatrick
West Des Moines

Brian Gentry
Des Moines

Joan Jaimes
Marshalltown

Wayne Kobberdahl
Council Bluffs

Valorie J Kruse
Sioux City

Max Phillips
Woodward

LaMetta Wynn
Clinton

Kameron Dodge
Student Member
Cambridge

Judy A. Jeffrey
Director and
Executive Officer

State Board Business Meeting
State Board Room

10:00 a.m.	1.	Call to Order
	2.	Approve the Agenda
	3.	Communication a. Public Comment b. Director Report
	4.	Consent Agenda a. Minutes (Tab A) b. Rules: Chapter 83 – Teacher Quality (Notice) (Tab B) c. Request for Accreditation – Valley Lutheran High School, Cedar Falls (Tab C)
10:30 a.m.	5	Rules: Chapter 31 - Competent Private Instruction and Dual Enrollment (Adopt) (Tab D)
	6.	Rules: Chapter 12 (Accreditation) and Chapter 58 (School Breakfast and Lunch Program) (Notice) (Tab E)
11:30 a.m.	7.	Northwestern College's Practitioner Preparation Program (Tab F)
11:45 a.m.	8.	National Association of State Boards of Education and Centers for Disease Control HIV Conference (Tab G)
Noon	LUNCH	
12:30 p.m.	9	Teacher Development Academies (Tab H)
1:15 p.m	10.	Online Learning in Iowa (Tab I)
1:45 p.m.	11.	School Accreditation Visits– An Overview (Tab J)
3:00 p.m.	12.	Board Reports

*Times are approximate and subject to change

DRAFT

MINUTES OF MEETING
State Board of Education
November 20, 2008

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

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The November meeting of the State Board of Education was held in the Renaissance Savery Hotel, 401 Locust Street, Des Moines. The following Board members were present: Rosie Hussey, Charlie Edwards, Sister Jude Fitzpatrick, Brian Gentry, Joan Jaimes, Wayne Kobberdahl, Valorie Kruse, Max Phillips, LaMetta Wynn, and Kameron Dodge. Director Judy Jeffrey and Department staff Gail Sullivan, Jeff Berger, Carol Greta, Kevin Fangman, Elaine Watkins-Miller, Jim Addy, Roger Utman, Jeremy Varner, Tom Schenk, and Jody Crane were present. Also in attendance were Lisa Stevenson and Bob Mata from the West Liberty Community School District; Mike Pardun and Heather Lagenfeld, from Denison Community School District; Jobi Lawrence from William Penn University; Bernice Richard, Shanlee McNally, Mike Young, Mike Kindschi, Pam Miller, Barb Opheim, Gary Norris and Sharon Miller from Waterloo Community School District; Linda Brock, Stu Cochrane, Lis Ristau, Jerry Schnurr, and Sue Wood from Fort Dodge Community School District; Ken Foster, Stephanie Sandquist, Jill Anderson, Erik Fisher, Becky Koch, Kathryn Riemersma, and Deb Hobbs from Norwalk Community School District; Helen Miller, Legislator; Staci Hupp, *Des Moines Register*; Rod Boshart, *Cedar Rapids Gazette*; Rob Dillard, Iowa Public Radio; and Robert Nandell, Lee Enterprise.

State Board Business Meeting

President Hussey called the meeting to order. Sister Jude moved approval of the agenda as presented. Charlie Edwards seconded.

COMMUNICATION

Public Comment

There was no public comment.

Director Report

Director Judy Jeffrey provided information on the following items:

- Channel 13 presented the Golden Apple Award to Ms. Hurtado Ms. Hurtado is one of the visiting teachers from Spain. She has just started her third year at Southeast Warren High School.

- 2008 No Child Left Behind -- Blue Ribbon Schools
  The Iowa schools honored were:
  Denver High School
  Pocahontas Area Elementary School
  Runnells Elementary School
  Southeast Elementary School in Waverly
  Holy Trinity Catholic School in Des Moines

- Iowa was briefly mentioned in a recent Harvard Education Letter (September 2008) and Education Week (October 2008).

- On October 1, 2008, a new partnership among the Iowa Department of Education, Iowa's 15 community colleges, Iowa Public Television, and Mediacom was officially launched. This initiative will use on-demand television technology to make it easier for Iowans without a high school diploma to prepare for the General Educational Development (GED®) Tests. Dan Miller, Executive Director and General Manager of Iowa Public Television, and Judy will be traveling to Washington D.C. in March to talk about all of the different partnerships that are going on between public television and education.

- The Kern Family Foundation has agreed to fund a $300,000, three-year research grant to study the effectiveness of Project Lead the Way (PLTW).

- The Department of Education and Iowa Workforce Development (IWD) have formed a panel to advise on projects for the Education and Training Outcomes System. The system, which merges community college enrollment data with wage records, allows analysts from the Department and IWD to follow community college alumni into the workforce. The panel met on November 3, 2008.

- Last week, Director Jeffrey and Wayne Kobberdahl had the opportunity to participate in the Milken Award ceremony in Council Bluffs. Jason Plourde, a Council Bluffs elementary

school principal, received the only Iowa 2008 Milken Family Foundation National Educator Award. Plourde will receive a $25,000 cash prize this coming spring at an awards ceremony in California.

- Every year, the Governor provides recognition to state employees through the Golden Dome award. The ceremony was held on November 13 and Deb Hansen and Karen Chapman received the award as outstanding employees with the Department of Education. Employees with 25 years of service or more will also be recognized at a December agency-wide meeting.

- Jeff Berger is now the Chief Financial Officer for the Department. He will provide mentorship for the new legislative liaison and will continue to represent the Department as federal liaison. He was also selected for the president-elect position for the federal liaison group for the Council of Chief State School Officers (CCSSO).

- Jeffrey recognized Kameron Dodge as the Southeast Polk Student of the Month.

- Jeffrey and seven others had coffee with First Lady Laura Bush at the White House. They discussed the successes of Reading First and the need to continue federal funding to assist states with struggling readers.

- Jeffrey attended a meeting of the National Task Force to improve mathematics and science education. While there, she served on a panel to encourage some 1,200 presidents, provosts, agriculture deans, and others, gathered in Chicago for the 121st National Association of State Universities and Land-Grant Colleges (NASULGC) Annual Meeting to sign a commitment to increase the number of math and science teachers through their university preparation programs. Seventy-nine colleges and universities in 32 states have thus far committed to the Science and Mathematics Teacher Imperative (SMTI).

- Jeffrey also served on a panel to discuss policy and Iowa progress in the evaluation of school administrators at a meeting for the Wallace Foundation.

- Jeffrey was recently elected to the Board of Directors for CCSSO and was also appointed to a CCSSO transition committee to advise the new administration. The CCSSO transition committee will represent the state chiefs and provide short-term and long-term objectives to both the transition team and the new appointees for the new administration in Washington.

CONSENT AGENDA

Brian Gentry moved and Charlie Edwards seconded to approve the consent agenda. The motion carried unanimously.

DISCUSSION AGENDA

Diversity Initiatives and Activities

Kevin Fangman, Division of PK-12 Education Administrator, and Roger Utman, Division of Community Colleges and Workforce Preparation Administrator, reviewed highlights of several diversity initiatives going on in Iowa.

Utman provided an update on the 8th grade plan. He indicated that the state has had a career information system since the 1970's. He provided an update on how the career system is being utilized and how it fits into the 8th grade plan.

Another initiative is the General Educational Development (GED®) on Demand. Utman shared that the GED on Demand came about because of needs across the state related to time constraints, child care concerns and transportation issues. Iowa has the highest pass rate on the GED, not only in the United States, but also in Canada.

Utman announced that the state is involved in the Stem Equity Pipeline Project. This is available through a grant from the National Alliance for Partnerships in Equity Education Foundation. Iowa was recently added, joining California, Illinois, Missouri, Oklahoma, Wisconsin and Minnesota. Its goal is to increase participation of females in secondary and postsecondary science, technology, engineering and math cluster programs. Rosie Hussey asked that Roger keep the Board updated on the work that is going on with this Stem Equity Pipeline Project.

Charlie Edwards mentioned that he and Judy Jeffrey sit on a board of an organization that recognizes women in science. He suggested making information about these women available to school districts so they can

have these people talk to their students and put some real meaning into why this is important.

In regard to the 8th grade plan, Brian Gentry encouraged the Department to reach out to folks by identifying people in nontraditional areas who could give counselors advice and guidance that they could share with students and/or parents.

Kevin Fangman shared information on disproportionality. He indicated that due to 2004 IDEA amendments and 2006 regulations, school districts need to analyze their data on significant disproportionality related to special education identification, restrictive placement, and/or students who have been expelled. The data is also looked at for each area education agency in the state.

Fangman shared information on the Iowa Culture and Language Conference stating that last year over 950 people attended representing 14 states.

Fangman also discussed Learning Supports stating that this does not deal with academics, but deals with other things in students' lives that may be a barrier to learning. Learning Supports looks at the whole child and what they need to be successful in school and how we can support them.

Fangman shared information on Teacher Development Academies stating that districts and teachers have opportunities to participate in these academies that are aimed at increasing teacher skills. Fangman said that two school districts will be talking to the Board at their December meeting about two Teacher Development Academies - Authentic Intellectual Work and Cognitive Guided Instruction.

Jobi Lawrence, Co-director of Project Power Up, William Penn University; Heather Lagenfeld, English as a Second Language and Migrant Coordinator, and Mike Pardun, Superintendent, Denison Community School District; Lisa Stevenson, Curriculum Director, and Bob Mata, Superintendent, West Liberty Community School District, provided a panel presentation focusing on Project Power Up, Our Kids Summer Institute, and the Iowa Culture and Language Conference (ICLC).

Project POWER UP is a part of a comprehensive effort to improve leadership, teaching and learning through a combination of research-based intensive coursework, high quality professional development, and alignment of the English Language Learners Leadership Certificate program with K-12 state standards and assessments. The ICLC is one of

the most significant expressions of multiculturalism and pro-diversity education in Iowa. The Our Kids Summer Institute was developed and implemented in an effort to provide ongoing targeted professional development based upon the Iowa context.

The panel provided tangible examples of how these projects have helped improve teaching and administrative strategies.

A panel member indicated that the State Board's help is needed as they look forward to the opportunities with the Legislature to have discussions around looking at special funding for English language learners at the prekindergarten level. A panel member encouraged Board members to read the book "Caught in the Middle."

Panel members indicated that support is needed:

- For a systemic approach to English language learning,
- To make English language learner endorsements more widely available,
- For full-time Title III consultants in AEAs,
- To resolve licensing issues, and
- To advocate for additional funding.

Discussion occurred about dual language and international learning so students maintain the literacy and fluency that is needed in the business world to be able to transact business on an international basis.

Condition of Education Report

Director Jeffrey reviewed *The Annual Condition of Education Report*. She indicated this report includes a tremendous amount of information about Iowa's education system from prekindergarten through high school, including information about enrollments, programs, student performance, staff and finance. In addition, background and demographic information is also included. This document serves as a resource for educators, legislators, and citizens seeking information about Iowa's education system.

Breaking Barriers to Learning and Teaching Awards

Director Judy Jeffrey, President Rosie Hussey, Vice President Charlie Edwards, LaMetta Wynn, Sister Jude Fitzpatrick, Valorie Kruse, Joan Jaimes, and Brian Gentry presented the Breaking Barriers to Learning and Teaching Awards. The award was created by the State Board of Education to recognize school districts that have been successful in reducing achievement gaps by improving instruction, curriculum and programs, and professional development opportunities for school staff. The following were the 2007-08 recipients: Davenport, Fort Dodge, Keokuk, Marshalltown, Norwalk, and Waterloo community school districts.

State Board Policy Development Agenda and Master Calendar

Gail Sullivan, Chief of Staff, reported that at the State Board Retreat in August, the Board had identified priorities for their Policy Development/Leadership Agenda for 2008-09. Sullivan provided a description of the priorities identified and a proposal for addressing them. She explained that the policy discussions and actions described in this Policy Development/Leadership Agenda are mapped out on the State Board Master Calendar and form the basis for State Board meeting agendas for the coming year.

2008 Iowa Community Colleges Fall Enrollment Report

Roger Utman, Division of Community Colleges and Workforce Preparation Administrator, and Tom Schenk, Division of Community Colleges and Workforce Preparation Consultant, provided highlights of the *Fall Enrollment Report 2008*. This report serves as a demonstration of the capabilities of the community college MIS (Management Information System). Iowa's 15 community colleges electronically transmitted the fall 2008 enrollments to the Department on the 10th business day of the fall semester. All data in the report are taken from the Department's fall 2008 MIS electronic data files and were confirmed by the community college transmittal sheet.

Board Reports

Brian Gentry reported that the national head of public broadcasting came to the Iowa Board of Public Television meeting last month. She shared her perspective of where public television is headed. She indicated that because of the cost of producing frontline episodes, there is talk of repackaging and distributing programs in new ways such as the Internet. There are web pages that are free to access and they are

encouraging teachers and school districts to access these sites. Brian will share some of the websites with the Department.

Sister Jude Fitzpatrick attended the Iowa Coordinating Council for Post High School Education meeting. She also attended a Coordinating Council for Hearing Services meeting. They are focusing on strengths and concerns associated with the system.

Valorie Kruse attended two Wallace Foundation meetings. She reported that it is fascinating to see how in tune that group is to what the State Board is doing.

LaMetta Wynn attended an orientation for new board and commission members, a meeting at the University of Ashford, and a summit in Ames where she learned of alternative grade schools. She's also on the Community College Council.

Kameron Dodge met with the North Polk School Improvement Advisory Committee. He also met with his counselor, superintendent, director of school improvement, and curriculum coordinator and they shared information with him from a 21st century skills meeting. Kameron also reported that he will be speaking at the December 8 High School Summit.

Joan Jaimes reported that she has accepted a job at the Marshalltown Community College and will be resigning from the Board.

Charlie Edwards indicated he had nothing to report.

Rosie Hussey attended a NASBE meeting in October and shared information on the sessions she was able to attend. She encouraged all board members to get involved in NASBE.

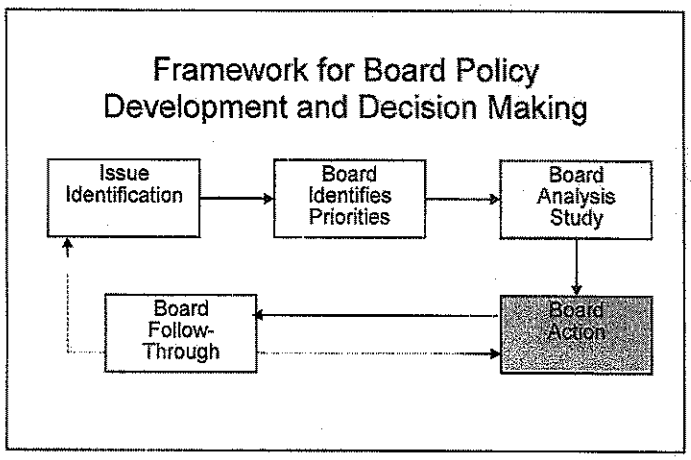
President Hussey adjourned the meeting at 1:10 p.m.

Rosie Hussey President	Judy A. Jeffrey, Director and Executive Officer

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: Rules: Chapter 83 -- Teacher Quality (Notice)

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: All school districts and AEAs are governed by these rules, which impact how teachers and school administrators are mentored, evaluated, and provided continuing education.

Presenter: None (Consent agenda)

Attachments: 1

Recommendation: It is recommended that the State Board give public notice of its intent to amend this chapter

Background: 2008 Iowa Acts, Chapter 1181, section 76, amended the definition of "teacher." Item 1 parallels the statutory change. Item 2 addresses a concern raised to the Department earlier regarding a beginning teacher who possesses an evaluator license and who was evaluating other teachers. While Iowa Code section 284.10 states that preference in enrollment in evaluator training offerings shall be given to administrators, it is possible that teachers enroll in evaluator training and obtain certification from the Board of Educational Examiners enabling them to evaluate other teachers. The edit in Item 2 gives more guidance to districts who face this situation.

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 83, "Teacher Quality Program," Iowa Administrative Code.

2008 Iowa Acts, Chapter 1181, section 76, amended the definition of "teacher." Item 1 parallels the statutory change.

Item 2 addresses a concern raised to the Department earlier regarding a beginning teacher who possesses an evaluator license and who was evaluating other teachers. While Iowa Code section 284.10 states that preference in enrollment in evaluator training offerings shall be given to administrators, it is possible that teachers enroll in evaluator training and obtain certification from the board of educational examiners enabling them to evaluate other teachers. The edit in Item 2 gives more guidance to districts who face this situation.

An agency-wide waiver provision is provided in 281—chapter 4.

Interested individuals may make written comments on the proposed amendments on or before February 3, 2009, at 4:30 p.m. Comments on the proposed amendments should be directed to Carol Greta, Iowa Department of Education, 2nd floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515)281-8661; e-mail carol.greta@iowa.gov ; or fax (515)281-4122.

These amendments are intended to implement 2008 Iowa Acts, Chapter 1181, section 76, and Iowa Code chapter 284.

The following amendments are proposed.

ITEM 1. Amend the definition of "teacher" in rule **281—83.2(284,284A)** as follows:

"Teacher" means an individual holding a practitioner's license or a statement of professional recognition issued under Iowa Code chapter 272, who is employed in a nonadministrative position by a school district or area education agency pursuant to a contract issued by a board of directors under Iowa Code section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part–time teacher for the portion of time that the teacher is employed in a nonadministrative position. ~~"Teacher" includes a licensed individual employed on a less-than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled.~~

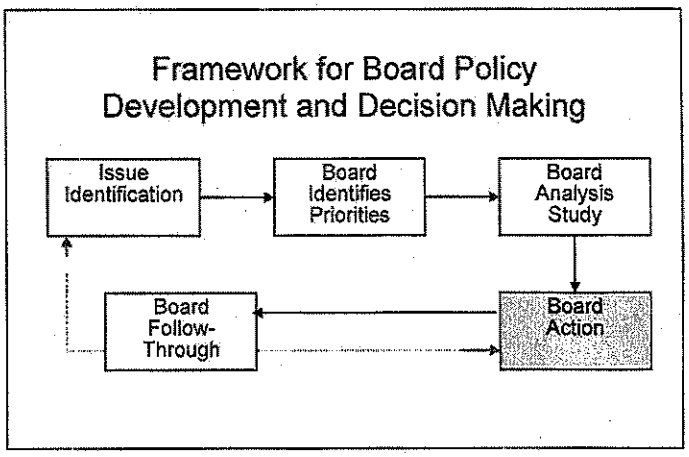
ITEM 2. Amend rule **281—83.5(284)**, introductory paragraph, as follows:

281—83.5(284) Evaluator approval training. The department shall approve eligible providers and their programs to conduct evaluator training. Only individuals certified through programs approved by the department shall qualify for evaluator certification by the board of educational examiners. A beginning teacher who has evaluator certification from the board of educational examiners shall not evaluate other teachers until the beginning teacher is no longer a probationary employee. Approved evaluator training programs shall be designed to align with the Iowa teaching standards and criteria, provide evaluators with the skills to conduct comprehensive evaluations and performance reviews as required by Iowa Code chapter 284, and provide for the evaluation of the progress made on individual professional development plans. This training for evaluators shall incorporate components of theory, demonstration, practice, and application of evaluation knowledge and skills.

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: Request for Accreditation - Valley Lutheran High School, Cedar Falls

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: 281 IAC 12.5(8) requires that each school and school district incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan.

Presenter: None (Consent agenda)

Attachments: 1

Recommendation: It is recommended that the State Board of Education approve the request to grant general accreditation status to Valley Lutheran High School, located in Cedar Falls, Iowa, for grades 9-12.

Background: Valley Lutheran High School has provided evidence of general accreditation requirements pursuant to Iowa Code 281—IAC 12.5(3) and 12.5(4), including the following:

- Enrollment data by race, national origin, gender, and disability.
- Required school board policies, including adoption date, review date and revision dates within the past five years.
- School calendar (180 days of instruction).
- High school program (i.e., all required content areas and required content specifications were verified).
- Curriculum documents and materials verifying standards and benchmarks for all curricular areas, including the incorporation of multicultural and gender fair approaches,

global education, and career education into the educational program).

- Professional development.
- School Improvement Advisory Committee.
- Personnel files.
- Employee health files.
- Student records (i.e., permanent and cumulative records).
- The school has provided a written, signed letter from the local fire marshal that the school's facilities meet required codes.
- Julie Melcher and Wilma Gajdel, Department School Improvement Consultants, visited the school August 26, 2008, and verified the aforementioned.

Future Plans of Valley Lutheran High School: Valley Lutheran High School also offers an educational program for students in grades 7 and 8 which currently holds no accreditation status with the state of Iowa. The school has plans to seek accreditation status for grades 7 and 8 as enrollment and resources allow.

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A JEFFREY, DIRECTOR

DATE: November 24, 2008

TO: Members, State Board of Education

FROM: Judy Jeffrey, Director

SUBJECT: Request for Accreditation Approval, Valley Lutheran High School, Grades 9-12

I recommend that the State Board of Education approve the request for accreditation of Valley Lutheran High School, grades 9-12, located at 4520 Rownd Street, Cedar Falls, Iowa 50613.

Valley Lutheran High School received an initial visit July 14, 2008, from Julie Melcher. The school was offered feedback and worked toward meeting compliance for accreditation.

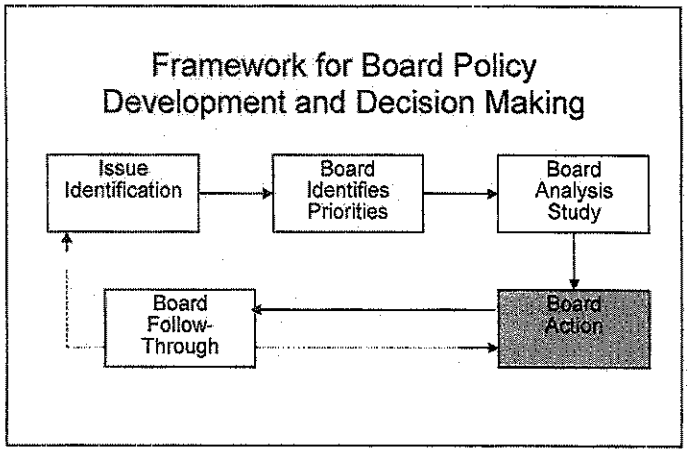
A formal accreditation visit occurred August 26, 2008. Interviews were conducted with the principal, Board of Education, instructional staff, students, and the School Improvement Advisory Committee (including parents). The 2007-2008 Document Review Checklist for Nonpublic Schools was used. During that visit, Department of Education School Improvement Consultants Julie Melcher and Wilma Gajdel identified remaining noncompliances in the areas of curriculum, licensure, and board policy. The school has now satisfied the noncompliances, submitted a Comprehensive School Improvement Plan, and an Annual Progress Report.

Now that requirements have been completed, it is requested that this matter be approved by the State Board of Education.

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: Rules: Chapter 31 - Competent Private Instruction and Dual Enrollment (Adopt)

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: The clarification provided in Chapter 31 benefits all children who receive competent private instruction.

Presenter: Carol Greta, Attorney
Office of the Director

Attachments: 1

Recommendation: It is recommended that the State Board adopt and file the following amendments to this chapter.

Background: This chapter has not been reviewed since 1996. Accordingly, the Department undertook a thorough review of these rules, a part of which involved use of comments originally submitted three years ago from members of the Network of Iowa Christian Home Educators (NICHE).

Notice of Intended Action was published in the October 8, 2008, Iowa Administrative Bulletin as ARC #7211B. A public hearing was held on October 28, 2008, and public comments were allowed until close of business on that same date. Thirty-one persons attended the public hearing; two-thirds of those were school district employees associated with home school assistance programs. Nearly all present at the public hearing spoke. In addition, 15 written comments were received. Thirteen of these came from school district employees concerned about the subrules concerning home school assistance programs.

The majority of those commenting raised concerns about the prohibition against allowing a school district to purchase texts and supplemental instructional materials with public funds for students enrolled in the district's home school assistance program. Other concerns were regarding reporting and licensure of teachers employed by a school district to instruct or supervise instruction of students in a home school assistance program.

The preamble discusses the changes made since the rules were published on notice.

EDUCATION DEPARTMENT [281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby amends Chapter 31, "Competent Private Instruction and Dual Enrollment," Iowa Administrative Code.

This chapter has not been reviewed since 1996. Accordingly, the Department undertook a thorough review of these rules, a part of which involved use of comments originally submitted three years ago from members of the Network of Iowa Christian Home Educators (NICHE).

Notice of Intended Action was published in the October 8, 2008, Iowa Administrative Bulletin as ARC #7211B. A public hearing was held on October 28, 2008, and public comments were allowed until close of business on that same date. Thirty-one persons attended the public hearing; two-thirds of those were school district employees associated with home school assistance programs. Nearly all present at the public hearing spoke. In addition, 15 written comments were received. Thirteen of these came from school district employees concerned about the subrules concerning home school assistance programs.

The majority of those commenting raised concerns about the prohibition against allowing a school district to purchase texts and supplemental instructional materials with public funds for students enrolled in the district's home school assistance program. Other concerns were regarding reporting and licensure of teachers employed by a school district to instruct or supervise instruction of students in a home school assistance program.

As a result of public comment, further changes were made to the following rules or subrules:

- Subrule 31.3(2) permits a parent, guardian, or custodian who privately retains a teacher to supervise the provision of CPI to the child of the parent, guardian, or custodian, to hire a person with a substitute authorization. However, a school district that provides instruction or supervision of instruction through a home school assistance program may not employ a person as a teacher for such program if the person holds only a substitute authorization. SSB 3011, section 3, would have prohibited districts from employing persons with either a substitute teacher's license

or a substitute authorization These rules allow a school district to employ a person with a valid Iowa substitute teacher's license as a home school assistance program teacher Because a person with just a substitute authorization has not had teacher preparation training, the Department believes that it is not an appropriate expenditure of public monies for a district to hire a person with just a substitute authorization as the sole "teacher" of a student receiving CPI.

- The duties, listed in subrule 31 4(3), paragraph "b", of a teacher employed by a school district for a home school assistance program no longer consist of specific mandated duties. Rather, the teacher is to exercise professional judgment regarding the topics the teacher discusses with the family of the students assigned to the teacher
- Paragraphs "a" and "c" of subrule 31 5(2) have been restructured to clarify what entities are acceptable as testing entities for CPI students.
- Subrule 31 5(4) has been changed to allow districts to continue to purchase texts and supplementary materials as the districts deem necessary for use by students of the home school assistance program, as long as such texts and supplementary materials are appropriate for use by regularly enrolled students of the district.
- Subrule 31 5(5) no longer requires school districts that provide a home school assistance program to file with the Department a list of all children enrolled in such program. The Department now has the capability to cull such a list from other reports submitted from the districts Also, while the mandatory report of CPI is be completed and filed by all parents, guardians, and custodians of children of compulsory attendance age who receive CPI, subrule 31 5(5) clarifies what items of the report are to be completed by families whose children are enrolled in a home school assistance program.
- Paragraph "a" of subrule 31 8(3) expands the list of eligible teachers who may evaluate the portfolio contents of a child who receives CPI to include persons with a current substitute teacher's license who produce evidence of a previously-held Iowa

license with classroom or content endorsements. This is consistent with the rules throughout this chapter that allow persons with substitute teacher's licenses to provide or supervise CPI, with the exception of those who provide direct instruction to a student for which the student receives credit on a transcript provided by the district for the course.

- Rule 31.10, third unnumbered paragraph, clarifies that parents who do not consent to evaluation or reevaluation of their children for purposes of receiving special education services are not required to obtain permission before providing CPI to those children

No further edits were made to the following changes:

- Subrule 31.2(1) provides a date certain by which the mandatory reports of competent private instruction (CPI) must be filed. Iowa Code section 299.4 requires that the reports be filed with the resident districts "by the earliest starting date specified in section 279.10, subsection 1." That provision states that the first day of school is to be "no sooner than a day during the calendar week in which the first day of September falls," the earliest date of which is August 26.
- Subrule 31.6(2) codifies a long-standing appeal decision of the Department that a child under dual enrollment must receive at least one-quarter of the child's instruction by way of CPI (and no more than three-quarters by way of the district's academic programs).
- Rules 281—31.8(299A) and 281—31.9(299A) include the following changes:
    - Clarification that one option for compliance with the annual assessment requirement for a child who receives CPI is enrollment in a correspondence school accredited by an accrediting agency approved by the federal Department of Education;
    - Deletion of a listing of acceptable standardized testing in favor of a list updated annually by the Department and posted on the Department's Web site;

- Clarification about the responsibility for submitting assessment results to the district of residence; and
- Updating of portfolio evaluator credentials to be consistent with changes made by the Board of Educational Examiners

- Rule 281—31.10(299A) is amended to conform to changes in federal regulations related to the Individuals with Disabilities Education Act (IDEA) permitting a parent to deny consent for an evaluation of the parent's child for IDEA purposes.

An agencywide waiver provision is provided in 281—Chapter 4.

These amendments are intended to implement Iowa Code chapters 299 and 299A and 2008 Iowa Acts, House File 2700, sections 108 to 111.

The following amendments are adopted.

Item 1. Strike "parent, guardian, or legal custodian" wherever it appears in **281—Chapter 31** and insert "parent, guardian, or legal or actual custodian" in lieu thereof.

Item 2. Amend rule **281—31.1(299)** as follows:

281—31.1(299, 299A) Purpose. It is the purpose of this chapter to give guidance ~~to parents, guardians, and custodians, school boards, and teachers providing or assisting and supervising~~ concerning the provision, assistance, and supervision of competent private instruction to children of compulsory attendance age outside the traditional school setting. This chapter also ~~proposes to establish~~ establishes responsibilities related to dual enrollment.

Item 3. Amend rule **281—31.2(299)** as follows:

281—31.2(299) Reports as to competent private instruction.

31.2(1) *Reporting.* The parent, guardian, or legal or actual custodian of a child of compulsory attendance age who does not enroll the child in a public school or Iowa accredited nonpublic school shall complete a report in duplicate on forms created by the department of education and provided by the resident public school district, indicating the parent, guardian, or legal or actual custodian's intent to provide or arrange for competent private instruction for the child for each school year. The report shall be filed with the school board secretary by ~~the first day of school in the resident district~~ August 26, except as otherwise provided by these rules.

a. The report shall include the following information:

(1) to (6) No change.

(7) Evidence of immunization of the child or evidence of exemption, as required by law, if the child is being placed under competent private instruction for the first time.

b. No change.

31.2(2) *Late reporting.* If a parent, guardian, or legal or actual custodian decides, after enrolling a child of compulsory attendance age in a public or accredited nonpublic school and after the deadline for filing a report under subrule 31.2(1), ~~that the parent wishes~~ to provide competent private instruction to the child, the parent, guardian, or legal or actual custodian shall file the ~~report~~ required report completed as fully as possible no later than 14 calendar days and a fully completed report within 30 calendar days after removing the child from the public or accredited nonpublic school. Days of the child's attendance in the public or nonpublic school up to the time of removal shall be applied to the 148–day minimum compulsory attendance requirement for the school year affected.

Item 4. Amend rule **281—31.3(299)** as follows:

281—31.3(299,299A) Duties of privately retained licensed practitioners.

31.3(1) *Scope of rule.* This rule addresses the duties of a person who is directly retained by the parent, guardian, or legal or actual custodian of a child receiving competent private instruction to provide instruction or instructional supervision for the child. The duties of a person who provides instruction or instructional supervision on behalf of a public school in the form of a home school assistance program are addressed in rule 281—31.4(299,299A).

~~31.3(1)~~ 31.3(2) *Licensing requirements.* A person who provides instruction to or instructional supervision of a student receiving competent private instruction shall be either the student's parent, guardian, or legal or actual custodian or a person who possesses a valid Iowa teaching certificate or practitioner license, including a substitute teacher's license or a substitute authorization, which is appropriate to the ~~age and~~ grade level of the student ~~under competent private instruction~~.

~~31.3(2)~~ **31.3(3)** *Duties* The duties of a ~~certificated or~~ licensed teacher ~~practitioner~~ who instructs or provides instructional supervision of a student shall include the following:

a. Contact with the student and the student's parent, guardian, or legal or actual custodian at least twice per 45 days of instruction, during which time the teacher practitioner fulfills the duties described below One of every two contacts shall be face–to–face with the student ~~under competent private instruction~~

~~However, if the instruction or instructional supervision is provided by a public or accredited nonpublic school in the form of a home school assistance program, the teacher practitioner shall have contact with the child and the child's parent, guardian, or legal custodian at least four times per quarter during the period of instruction. One of every two contacts shall be face–to–face with the student under competent private instruction.~~

b. Consulting with and advising the student's parent, guardian, or legal or actual custodian ~~with respect to the following during the course of the year's visits:~~ as requested by the student's parent, guardian, or legal or actual custodian or as deemed necessary in the professional judgment of the practitioner.

~~(1) Lesson plans;~~

~~(2) Textbook and supplementary materials;~~

~~(3) Setting educational goals and objectives;~~

~~(4) Teaching and learning techniques;~~

~~(5) Forms of assessment and evaluation of student learning;~~

~~(6) Diagnosing student strengths and weaknesses;~~

~~(7) Interpretation of test results;~~

~~(8) Planning;~~

~~(9) Record keeping; and~~

~~(10) Other duties as requested or agreed upon.~~

c. Providing formal and informal assessments of the student's progress to the student and the student's parent, guardian, or legal or actual custodian

d. and *e.* No change.

~~31.3(3)~~ **31.3(4)** *Limitations*. A licensed Iowa practitioner who is employed ~~or agrees to provide instruction or instructional supervision of programs of competent private instruction~~ under this rule shall not serve in that capacity on behalf of more than 25 families, or more than 50 children of compulsory attendance age, in an academic year unless the service is provided pursuant to the teacher's employment with a nonaccredited nonpublic ~~school~~ entity

~~A licensed Iowa practitioner who is employed by a public or accredited nonpublic school to provide instruction or instructional supervision through a home school assistance program, as defined in subrule 31.4(5), shall not serve in that capacity on behalf of more than 20 families, or more than 40 children of compulsory attendance age, in an academic year.~~

A licensed practitioner ~~or authorities in charge of a public or accredited private school~~ may seek exemption from the above limitation by submitting a written request to the director of the department of education Exemptions shall be granted when the director is satisfied that the limitation will pose a substantial hardship on the person or the school providing instruction or instructional supervision~~,~~ and that the best interests of all children being served by the practitioner ~~or school~~ will continue to be met.

Item 5 Renumber rules **281—31.4(299A)** to **281—31.9(299A)** as **281—31.5(299A)** to **281—31.10(299A)**.

Item 6. Adopt the following **new** rule 281—31.4(299,299A):

281—31.4(299,299A) Duties of licensed practitioners, home school assistance program.

31.4(1) *Scope of rule*. This rule addresses the duties of a person who provides competent private instruction or instructional supervision for one or more children who receive competent private instruction on behalf of a school district in the form of a home school assistance program as defined in subrule 31 5(5).

31.4(2) *Licensing requirements*. A person who provides direct instruction to a student receiving competent private instruction for which the student receives credit on a transcript provided by the district for the course shall possess a valid Iowa teaching certificate or practitioner license appropriate to the content area taught and to the grade level of the student. A person who provides instructional supervision only of a student receiving competent private

instruction shall possess a valid Iowa teaching certificate or practitioner license appropriate to the grade level of the student A practitioner who possesses only a valid Iowa substitute authorization may neither provide direct instruction nor instructional supervision under this rule.

31.4(3) *Duties.* The duties of a licensed teacher who instructs or provides instructional supervision of a student shall include the following:

a. Contact with the student and the student's parent, guardian, or legal or actual custodian at least four times per 45 days of instruction. One of every two contacts shall be face–to–face with the student.

b. Consulting with and advising the student's parent, guardian, or legal or actual custodian with respect to any of the following as requested by the student's parent, guardian, or legal or actual custodian or as deemed necessary in the professional judgment of the practitioner:

(1) Lesson plans;

(2) Textbook and supplementary materials;

(3) Educational goals and objectives;

(4) Teaching and learning techniques;

(5) Forms of assessment and evaluation of student learning;

(6) The student's strengths and weaknesses;

(7) Interpretation of test results;

(8) Planning; and

(9) Record keeping

c. Providing formal and informal assessments of the student's progress to the student and the student's parent, guardian, or legal or actual custodian

d. Annually maintaining a diary, record, or log of visitations and assistance provided

e. For purposes of assisting the district to meet its "child find" obligation under the Individuals with Disabilities Education Act, referring to the child's district of residence for evaluation any child who the practitioner has reason to believe may be in need of special education.

31.4(4) *Limitations.* A licensed Iowa practitioner who is employed by a public or accredited nonpublic school to provide instruction or instructional supervision through a home school

assistance program shall not serve in that capacity on behalf of more than 20 families, or more than 40 children of compulsory attendance age, in an academic year. The authorities in charge of a public school may seek exemption from the above limitation by submitting a written request to the director of the department of education. Exemptions shall be granted when the director is satisfied that the limitation will pose a substantial hardship on the person or the school providing instruction or instructional supervision and that the best interests of all children being served by the home school assistance program will continue to be met.

Item 7. Amend renumbered rule **281—31.5(299A)** as follows:

281—31.5(299A) School district duties related to competent private instruction.

31.5(1) *Reports.*

a. to *c.* No change.

d. The district shall annually report to the department of education by ~~April 1 the names of all resident children who are subject to an annual assessment and what form of assessment has been chosen by the child's parent, guardian, or legal custodian. The district shall cooperate with the department in gathering standardized test reports or portfolio evaluation reports for each child subject to annual assessment.~~ June 30 the names of all resident children who are subject to an annual assessment and who either failed to make adequate progress or whose parent, guardian, or legal or actual custodian failed to comply with the assessment requirements of the compulsory attendance law.

e. and *f.* No change.

31.5(2) *Testing assistance.*

a. If a child is under dual enrollment~~, the district shall administer standardized tests, when~~ and the standardized test option has been selected by the child's parent, guardian, or legal or actual custodian, the district shall administer the standardized test to the child, ~~or may~~ delegate the test administration to the appropriate area education agency, or allow the child's parent, guardian, or legal or actual custodian to procure standardized testing through a correspondence or other school accredited by an accrediting agency approved by the federal department of education, or by any testing service authorized by the publisher of any test approved by the state department of

education for assessment purposes. If the child is under dual enrollment, no fee is charged to the parent, guardian, or legal or actual custodian.

b. No change.

c. If a student has been administered an approved standardized test by a ~~nonpublic school~~ correspondence or other school accredited by an accrediting agency approved by the federal department of education, or by any testing service authorized by the publisher of any test approved by the state department of education for assessment purposes during the academic school year for which testing is required~~,~~ and the administration of the test has met the terms or protocol of the test publisher, ~~the results~~ a copy of the test result report, from which test results not required under law may be redacted, may be submitted to the resident district ~~and the department of education in original form~~ by ~~either the test administrator or~~ the parent, guardian, or legal or actual custodian of the child being tested, in satisfaction of the annual assessment option. The submitted test results shall be accompanied by a certification statement signed by the test administrator to the effect that the publisher's protocol or terms required for test administration have been met.

~~*d.* The district shall maintain as any other confidential education record the standardized testing results for each resident child for whom the district or area education agency administers the test.~~

31.5(3) No change.

31.5(4) *Provision of instructional materials.*

a. A ~~public~~ school district ~~may~~ shall not make monetary payments, including cash and cash equivalents, or give publicly-funded resources, directly or indirectly to the parent, guardian, or legal or actual custodian or to a child receiving competent private instruction. A school district shall not purchase texts or supplementary materials for or on behalf of a child receiving competent private instruction if such texts or supplementary materials are not appropriate for use by regularly enrolled students of the school district.

b. A district may provide to children receiving competent private instruction available texts or supplementary materials on the same basis as they are provided to enrolled students~~,~~ and shall

provide available texts or supplemental instructional materials on the same basis as they are provided to enrolled students when a child is under dual enrollment or in a home school assistance program. If a fee, such as a textbook or towel rental fee, is charged to regularly enrolled students for participation in a class or extracurricular activity, that fee may also be charged to dual–enrolled students on the same basis as it is charged to enrolled students, but only for the specific class or extracurricular activity ~~taken~~.

c No change.

31.5(5) *Home school assistance programs.* A school district or accredited nonpublic school may offer an assistance program for parents, guardians, or legal or actual custodians providing private instruction to a child of compulsory attendance age. ~~A parent, guardian, or legal custodian of a child of compulsory attendance age may enroll the child in a home school or private instruction assistance program in a school district or accredited nonpublic school.~~ A district or accredited nonpublic school may impose additional requirements upon children enrolled in its home school assistance program.

A parent, guardian, or legal or actual custodian seeking to enroll a child in a home school assistance program in a school district or accredited nonpublic school must file the report of competent private instruction, items 1, 3, and 5 thereof.

An assistance program offered by a school district or accredited nonpublic school shall, at a minimum, meet state licensure standards for accredited school personnel in designating a practitioner to provide instruction or instructional supervision ~~of~~ for a competent private instruction program, including special education instruction, and shall meet the applicable provisions of rule ~~31.3(299)~~ 281—31.4(299,299A). All district personnel who provide or supervise instruction to children enrolled in the district's home school assistance program shall be appropriately licensed to the grade levels of the children instructed. A district shall not employ as a home school assistance program instructor a person who currently holds only a substitute authorization issued pursuant to rule 282—14.143(272). ~~The district may impose additional requirements upon children enrolled in its home school assistance program.~~

A home school assistance program is not dual enrollment, but the parent, guardian, or legal or actual custodian of a child enrolled in a home school assistance program may request dual enrollment in addition to enrollment in a home school assistance program

Item 8. Amend renumbered rule **281--31.6(299A)** as follows:

281—31.6(299A) Dual enrollment.

31.6(1) The parent, guardian, or legal or actual custodian of a child ~~of compulsory attendance age~~ who is receiving competent private instruction may enroll the child in the ~~public~~ school district of residence of the child under dual enrollment. The parent, guardian, or legal or actual custodian desiring dual enrollment shall notify the district of residence of the child not later than September 15 of the school year for which dual enrollment is sought.

31.6(2) A child under dual enrollment may participate in academic or instructional programs of the district on the same basis as any regularly enrolled student. A child under dual enrollment also is eligible to enroll in courses that offer secondary and postsecondary credit on the same basis as any regularly enrolled student. A child under dual enrollment must receive at least one-quarter of the child's instruction by way of competent private instruction and no more than three-quarters by way of the district's academic programs.

31.6(3) A child under dual enrollment may participate in any extracurricular activity offered by the district on the same basis as regularly enrolled students. If a child under dual enrollment was under competent private instruction the previous semester, the provisions of 281—subrule 36.15(2), paragraph *"c,"* shall not apply. However, other rules and policies of the state and district related to eligibility for extracurricular activities shall apply to the child. If a student seeking dual enrollment is enrolled in a nonaccredited nonpublic ~~school~~ entity that is an "associate member" of the Iowa Girls High School Athletic Union or Iowa High School Athletic Association the student is eligible and may participate in interscholastic athletic competition only for the associate member ~~school~~ or a school with which the associate member ~~school~~ is in a cooperative sharing program as outlined in rule 281—36.20(280).

31.6(4) and **31.6(5)** No change.

Item 9. Amend renumbered rule **281—31.7(299)** as follows:

281—31.7(299) Open enrollment.

31.7(1) The parent, guardian, or legal or actual custodian of a child receiving competent private instruction may request open enrollment to another ~~public~~ school district by following the procedures of the open enrollment law, Iowa Code section 282.18.

31.7(2) No change.

31.7(3) In the event that the parent, guardian, or legal or actual custodian of ~~a nonresident~~ an open enrollment student ~~under private instruction~~ fails to comply with state law and these rules ~~related to competent private instruction,~~ the receiving district shall notify the secretary of the school district ~~of residence of the child's parent~~ regarding the noncompliance.

Item 10. Amend renumbered rule **281—31.8(299A)**, catchwords, as follows:

281—31.8(299A) Baseline ~~testing~~ evaluation and annual assessment.

Item 11. Amend renumbered subrule **31.8(1)** as follows:

31.8(1) *When required.* When a parent, guardian, or legal or actual custodian of a child ~~of compulsory attendance age~~ who is at least seven years old by September 15 provides private instruction to a child without the assistance or supervision of a validly licensed Iowa practitioner as required by law and these rules~~,~~ and the parent, guardian, or legal or actual custodian does not hold a valid Iowa practitioner license ~~appropriate to the ages and grade levels of the child under competent private instruction~~, the child is subject to initial baseline ~~testing~~ evaluation and an annual ~~evaluation~~ assessment every year thereafter.

~~For the 1992–93 school year and thereafter, a~~ A child who is at least seven years old by September 15~~,~~ and who begins a program of competent private instruction and is subject to the annual assessment requirement~~,~~ shall be administered a baseline ~~test~~ evaluation for the purposes of obtaining educational data. The baseline ~~test~~ evaluation and annual assessment shall be taken by ~~June 30, 1993, for programs of competent private instruction begun in school years 1991–92 and 1992–93, and shall be taken by~~ May 1 ~~in ensuing school years~~. ~~Any test listed in subrule 31.7(2) may be used to fulfill the baseline test requirement, provided that the copyright date of the test publisher's published national norms that are used for the test results being reported is within eight years of the school year in which the test is administered.~~

The parent, guardian, or legal or actual custodian may select ~~either~~ standardized testing, ~~or~~ portfolio assessment, or submittal of a report card from an accredited correspondence school for purposes of fulfilling the baseline evaluation and annual ~~evaluation requirement~~ assessment requirements of the law.

Item 12. Rescind renumbered subrules 31.8(2) to 31.8(4) and adopt the following **new** subrules in lieu thereof:

31.8(2) *Standardized testing.*

a. A child's parent, guardian, or legal or actual custodian who chooses standardized testing for the purpose of fulfilling the assessment requirements of the law shall select an instrument approved by the department. The department shall publish an approved list of standardized testing instruments each year. In the event that the parent, guardian, or legal or actual custodian of a child subject to the annual assessment requirement wishes to have the child take a standardized test not included on the department's published list, the parent, guardian, or legal or actual custodian shall request permission of the director of the department of education to use a different test. The decision of the director shall be final. Braille or large print editions of any approved test shall be made available for vision–impaired children. Testing norms are available for vision– and hearing–impaired children.

b. A child subject to the annual assessment requirement who takes a standardized test shall take a grade level form of the test that corresponds most closely to the child's chronological age unless permission is granted by the test administrator to take another grade level form of the test. When a parent, guardian, or legal or actual custodian requests another form of the test, the test administrator shall make a decision based upon the following:

(1) A review of the instructional materials used by the child in the education program;

(2) The results of curriculum–based measurement techniques including the administering of probes; and

(3) A review of current samples of the child's work product.

The decision of the test administrator as to the appropriate grade level form of the standardized test to be taken shall be final.

A child whose educational program and instructional materials are designed for students in grades 1 through 5 shall, at a minimum, be tested in the areas of reading, language, and mathematics. A child whose educational program and instructional materials are designed for students in grades 6 through 12 shall, at a minimum, be tested in the areas of reading or literary materials, language or written expression, mathematics or quantitative thinking, science, and social studies.

If retesting is desired, a different form of the same test or a different test shall be administered to the child sufficiently in advance to allow for processing of the test results prior to the first day of classes of the succeeding school year of the resident school district

c. *Testing times and sites.*

(1) Standardized test results are normed against a population taking the same test at approximately the same time of year. Norms for the tests exist for fall, winter, and spring. Because the annual assessment is used, in part, to determine whether the child has made at least six months' progress since the previous test, standardized tests used for determining whether adequate progress has been achieved shall be taken annually at approximately the same time each year.

(2) The school district of residence of the child shall annually, by October 1, send notification of the following to the parent, guardian, or legal or actual custodian who has selected standardized:

1. The times and dates when standardized tests will be administered by the school district and the area education agency over the school year, including all testing times and that a school district or area education agency will administer standardized tests at the child's home when so requested;

2. A data sheet showing the costs associated with the tests offered by the school district and area education agency; and

3. A reply form which the parent, guardian, or legal or actual custodian shall complete to indicate the date, location, and test selected, including the grade level form of the test; whether the parent, guardian, or legal or actual custodian wishes to be present for testing; and any special requests such as Braille or large print forms of the test.

d. Unless the child is under dual enrollment, the parent, guardian, or legal or actual custodian who has selected the standardized testing option shall timely reimburse the school district for the cost of testing the child

31.8(3) *Portfolio assessment or evaluation* A parent, guardian, or legal or actual custodian of a child subject to the annual assessment requirement may arrange to have an appropriately licensed Iowa practitioner review a portfolio of evidence of the child's progress annually by May 1, subject to the following requirements:

a. Portfolio evaluator. A single evaluator shall be designated by the parent, guardian, or legal or actual custodian who has selected the portfolio evaluation option for annual assessment The evaluator so identified shall be approved by the superintendent of the local school district or the superintendent's designee, and shall hold a valid Iowa practitioner license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed.

A portfolio evaluator who holds an elementary classroom endorsement may assess children in grades 1 through 6 A portfolio evaluator who holds an elementary content endorsement may assess children in grades 1 through 8. A portfolio evaluator who holds a secondary content endorsement may assess children in grades 5 through 12. A person with a current substitute teacher's license who produces evidence of a previously-held Iowa license with classroom or content endorsements may assess children within the same grade level restrictions as that of a person with a current Iowa license with classroom or content endorsements.

A portfolio evaluator shall not evaluate the portfolios of more than 25 students per year without permission of the director of the department of education.

b. Contents of portfolio. The child's portfolio shall contain evidence of academic progress in the minimum curriculum areas of reading, language arts, and mathematics if the child is in grade 1 through 5. For children in grades 6 through 12, the portfolio shall contain evidence in the minimum curriculum areas of reading, language arts, mathematics, science, and social studies

For each curriculum area, the portfolio shall include a book of lesson plans, a diary, or other written record indicating the subject matter taught and activities in which the child has been engaged, and an outline of the curriculum used by the child. The portfolio may also include a list

of, a reference to, or material from the textbooks and resource materials used by the child in each subject area.

The portfolio shall also include copies of any tests or other formal and informal assessment instruments used to measure student progress over the current academic year, a copy of the baseline evaluation, and the most recent assessment report of the student's annual progress.

For each subject area to be evaluated, the portfolio shall include examples of the student's work and may include self–assessments by the student.

c The parent, guardian, or legal or actual custodian of a child subject to the annual assessment requirement who has a physical or mental disability so significant that the results of a standardized test would be meaningless for assessment purposes may request the department's approval of an alternative evaluation.

31.8(4) *Report card from accredited correspondence school.* For a child subject to annual assessment who is enrolled as a student of a correspondence school that is a member of an accrediting association recognized by the federal department of education and accredited for elementary and secondary education, the district of residence and the department shall accept the annual report of progress (report card) sent by the correspondence school to the child's parent, guardian, or legal or actual custodian, if the annual report of progress includes a listing of subjects taken and grades received. A passing grade in all content areas for which annual assessment is required shall be deemed evidence of adequate progress for the purpose of annual assessment.

Item 13. Amend renumbered rule **281—31.9(299A)** as follows:

281—31.9(299A) Reporting assessment results.

31.9(1) *Baseline ~~tests~~ evaluations.* The baseline ~~test~~ evaluation results of each child subject to the baseline ~~test~~ evaluation requirement of Iowa Code section 299B.4 and subrule 31.7(1) shall be reported by the ~~test administrator~~ child's parent, guardian, or legal or actual custodian to the school district of residence of the child ~~and to the department of education~~ by June 30 of the year in which the ~~test~~ evaluation was taken

The baseline ~~test~~ evaluation shall serve only as data from which subsequent progress shall be measured; the baseline ~~test~~ evaluation alone is not an indication of educational progress or a lack of progress.

31.9(2) *Standardized tests.* The results of a standardized test taken by a child subject to the annual assessment requirements shall be reported by the ~~test administrator~~ child's parent, guardian, or legal or actual custodian to the district of residence of the child ~~and to the department of education~~ by June 30 of the year in which the test was taken. ~~The results shall be submitted in original form as received from the agency responsible for scoring the test.~~ The results shall be submitted either in original form or as a true and correct photocopy of the original form as received from the agency responsible for scoring the test, from which any test results not required under law may be redacted.

31.9(3) *Portfolio assessments.* The ~~assessment~~ results of an assessment of a child's educational portfolio made by a qualified Iowa licensed practitioner ~~or practitioners~~ shall be submitted by the portfolio ~~evaluator(s)~~ evaluator to the child's parent, guardian, or legal or actual custodian, who shall send a copy to the district of residence of the child~~, and the department of education~~ by June 30 of the year in which the assessment was done.

The report ~~shall~~ may be in narrative form and shall include assessments of the child's achievement and progress in the curriculum areas including reading, language arts, and mathematics for children whose grade level of study is fifth grade and below, and those subjects plus the additional areas of science and social studies for students whose grade level of study is sixth grade and above. The report shall include a statement as to whether the child has demonstrated adequate progress in each of the areas of study ~~for which the portfolio evaluator is qualified to provide an assessment~~. The report shall be signed by ~~each~~ the evaluator.

31.9(4) *Report card from accredited correspondence school.* Report cards from an accredited correspondence school shall be submitted by the child's parent, guardian, or legal or actual custodian to the child's district of residence by June 30 of the year in which the report cards were issued by the accredited correspondence school.

31.9(5) *Confidentiality of annual assessments.* The district shall maintain as any other confidential education record the standardized testing, portfolio evaluation, and report cards from an accredited correspondence school for each resident child subject to annual assessment.

Item 14. Amend renumbered rule **281—31.10(299A)** as follows:

281—31.10(299A) Special education students. When a child has been identified as currently requiring special education, the child is eligible to receive competent private instruction with the written approval of the director of special education of the area education agency of the child's district of residence.

The director of special education of each area education agency shall issue a written decision, approving provision of competent private instruction, conditioning approval on modification of the proposed program, or denying approval, based upon the appropriateness of the proposed competent private instruction program for the child requiring special education, considering the child's individual disability. Pursuant to 34 CFR Section 300.300, the parent, guardian, or legal or actual custodian of a child with a disability is not required to seek approval from the area education agency to provide competent private instruction for the child if the parent, guardian, or legal or actual custodian does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs.

The request for approval for placement under competent private instruction by the parent or guardian may be presented to the special education director at any time during the calendar year. If the special education director denies approval or if no written decision has been rendered within 30 calendar days, that decision or the absence thereof is subject to review by an impartial administrative law judge under provisions of 20 U.S.C. Section 1401 et seq., federal regulations adopted thereunder, and Iowa Code section 256B.6 and rules adopted thereunder found at ~~281—41.112(17A,256B,290) et seq~~ 281—41.500(256B,34CFR 300) et seq.

If a parent, guardian, or legal or actual custodian of a child requiring special education provides private instruction without the approval of the director of special education, the director may either request an impartial hearing before an administrative law judge under the rules of special education, ~~281—41.112(17A,256B,290)~~ 281—41.500(256B,34 CFR 300) et seq., or notify the

secretary of the child's district of residence for referral of the matter to the county attorney pursuant to Iowa Code section 256B.6, incorporating chapter 299, unless the parent, guardian, or legal or actual custodian does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs.

A program of competent private instruction provided to a student requiring special education is not a program of special education for purposes of federal and state law.

The director of special education shall advise the parent, guardian, or legal or actual custodian of a child requiring special education of the probable consequences of placing the child under private instruction and withdrawing the child from specialized instruction and services to which the child is entitled. The director of special education may require the parent, guardian, or legal or actual custodian of a child requiring special education to accept full responsibility for the parent's, guardian's or legal or actual custodian's decision to reject special education programs and services, forgoing a later request for compensatory education for the period of time when the child was under private instruction

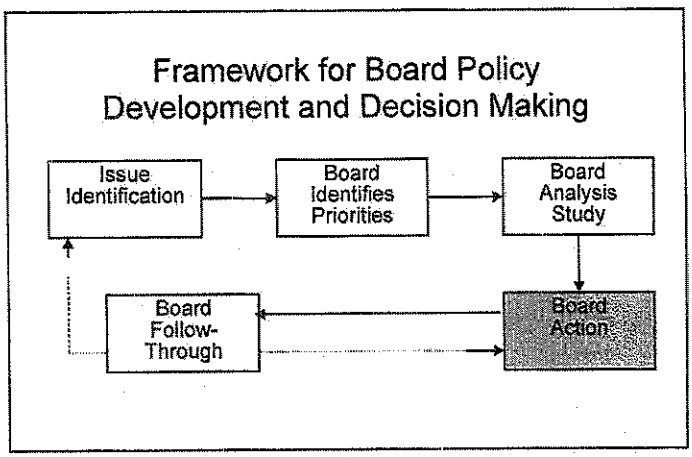
Item 15. Amend **281—Chapter 31**, implementation sentence, as follows:

These rules are intended to implement Iowa Code chapters 299 and 299A and 2008 Iowa Acts, House File 2700, sections 108 to 111

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: Rules: Chapter 12 (Accreditation) and Chapter 58 (School Breakfast and Lunch Program) (Notice)

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: All school districts and accredited nonpublic schools are governed by these rules, which implement the provisions of the Healthy Kids Act of 2008.

Presenters:

Carol Greta, Attorney
Office of the Director

Kevin Fangman (Chapter 12), Administrator
Division of PK-12 Education

Julia Thorius (Chapter 58), Chief
Bureau of Nutrition, Health, and Transportation

Attachments: 2

Recommendation: It is recommended that the State Board give public notice of its intent to amend these chapters.

Background: The Healthy Kids Act (2008 Iowa Acts, Senate File 2425, Division XI) creates several mandates for students, school districts, and accredited nonpublic schools. These include the following:

1. Establishes minimum time periods of physical activity for physically able elementary and secondary students:
   a. Students in grades K – 5, 30 minutes/day
   b. Students in grades 6 – 12, 120 minutes/week
2. Every student physically able to do so is to complete a certification course for cardiopulmonary resuscitation by the end of grade 12.
3. The State Board is to mandate nutritional content standards for food and beverages sold or provided on school grounds during the school day.

The third mandate is included in chapter 58; the other mandates are included as edits to chapter 12.

EDUCATION DEPARTMENT[281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256 7(5), the State Board of Education hereby proposes to amend Chapter 12, "General Accreditation Standards," Iowa Administrative Code.

2008 Iowa Acts, Senate File 2425, Division XI, created the "Healthy Kids Act." Specifically, these proposed rules deal with section 142 of the legislation and its mandate of minimum time periods of physical activity for elementary and secondary students, as well as its mandate that every student physically able to do so complete a certification course for cardiopulmonary resuscitation by the end of grade 12.

The proposed amendment in Item 1 adds a definition of "physical activity," clarifying that the concept includes more than components of the physical education model.

The proposed amendment in Item 2 includes the statutory exemption for both the physical activity requirement and the cardiopulmonary resuscitation course completion requirement.

The proposed new subrules in Item 3 specify the specifics of the physical activity requirement and the cardiopulmonary resuscitation course completion requirement.

An agencywide waiver provision is provided in 281—Chapter 4.

Interested individuals may make written comments on the proposed amendments on or before 4:30 p.m. on February 3, 2009. Comments on the proposed amendments should be directed to Kevin Fangman, Division Administrator, Iowa Department of Education, Third Floor, Grimes State Office Building, Des Moines, Iowa 50319–0146; telephone (515)281–3333; E–mail kevin.fangman@iowa.gov; or fax (515)281–7700.

A public hearing will be held on February 3, 2009, from 2:30 to 4:00 p.m., originating in the ICN Room on the second floor of the Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of specific needs by calling (515)281–5295. The remote ICN sites are as follows:

(Sites not determined at time of printing)

These amendments are intended to implement 2008 Iowa Acts, Senate File 2425, sections 142 and 145.

The following amendments are proposed for an effective date of July 1, 2009.

ITEM 1. Amend rule **281—12.2(256)** by adding the following **new** definition in alphabetical order:

"Physical activity" means any movement, manipulation, or exertion of the body that can lead to improved levels of physical fitness and quality of life.

ITEM 2. Amend subrule **12.5(6)** as follows:

12.5(6) ~~*Physical education and health courses exemption*~~ *Exemption from physical education course, health course, physical activity requirement, or cardiopulmonary resuscitation course completion*. A pupil shall not be required to enroll in ~~either~~ a physical education ~~or health courses~~ course 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 enroll in a health course 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 the 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.

ITEM 3. Adopt **new** subrules **12.5(19)** and **12.5(20)** as follows:

12.5(19) *Physical activity requirement*. Subject to the provisions of subrule 12.5(6), physically able pupils in kindergarten through grade five shall engage in physical activity for a minimum of 30 minutes each day of school. Subject to the provisions of subrule 12.5(6), physically able pupils in grades six through twelve shall engage in physical activity for a minimum

of 120 minutes per week in which there are at least five days of school. This requirement may be met by pupils in grades six through twelve by participation in the following, which is not an exhaustive list: interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union; school-sponsored marching band, show choir, dance, drill, cheer, or spirit activities; non-school gymnastics, dance, team sports, individual sports; or similar endeavors that involve movement, manipulation, or exertion of the body.

Non-school activities. When the requirement is to be met in full or in part by a student using one or more non-school activities, the school or school district shall enter into a written agreement with the student. The agreement shall state the nature of the activity, 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 building principal or principal's designee and by at least one parent or guardian of the student if the student is a minor. The student shall sign the agreement, regardless of the age of the student. The agreement shall be effective no longer than one semester or the equivalent thereof. There is no limit to the number of agreements that a school or school district may have with any one student during the enrollment of the student.

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 this requirement. Notwithstanding, this requirement may be met by physical education classes, activities at recess or during classtime, as well as before- or after-school.

Schools and school districts must provide documentation that students are being provided with the support to complete the physical activity times. This documentation may be provided through printed schedules, district policies, student handbooks, and similar means.

12.5(20) *Cardiopulmonary resuscitation course completion requirement.* 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 student 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.

EDUCATION DEPARTMENT[281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 58, "School Breakfast and Lunch Program," Iowa Administrative Code.

2008 Iowa Acts, Senate File 2425, Division XI, created the "Healthy Kids Act." Specifically, these proposed rules deal with sections 140 and 141of the legislation and their mandate of nutritional content standards for foods and beverages sold or provided on school grounds during the school day.

The first four Items are amendments necessary to accommodate a new division of rules within this chapter. Item 5 creates the rules that establish the nutritional content standards of affected foods and beverages, and establishes the scope of these rules.

An agencywide waiver provision is provided in 281—Chapter 4.

Interested individuals may make written comments on the proposed amendments on or before 4:30 p.m. on February 3, 2009. Comments on the proposed amendments should be directed to Julia Thorius, Chief, Bureau of Nutrition, Health, and Transportation Services, Iowa Department of Education, Second Floor, Grimes State Office Building, Des Moines, Iowa 50319–0146; telephone (515)281–4757; E–mail julia.thorius@iowa.gov; or fax (515)281–6548.

A public hearing will be held on February 3, 2009, from 1:00 to 2:30 p.m., originating in the ICN Room on the second floor of the Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of specific needs by calling (515)281–5295. The remote ICN sites are as follows:

(Sites not determined at time of printing)

These amendments are intended to implement 2008 Iowa Acts, Senate File 2425, sections 140 and 141.

The following amendments are proposed.

ITEM 1. Amend **281—Chapter 58**, title, as follows:

CHAPTER 58

SCHOOL BREAKFAST AND LUNCH PROGRAM;

NUTRITIONAL CONTENT STANDARDS, OTHER FOODS AND BEVERAGES

ITEM 2. Amend rule **281—58.1(283A)** as follows:

281—58.1(283A;82GA,SF2425) Authority ~~of state department~~. Iowa Code chapter 283A authorizes the department of education to administer the school breakfast and lunch programs in the public and nonpublic schools of the state. 2008 Iowa Acts, Senate File 2425, sections 140 and 141 authorize the state board of education to establish nutritional content standards for foods and beverages sold or provided on school grounds during the school day.

ITEM 3. Amend **281—Chapter 58** by adding the following **new** division title to precede rule 281—58.2(283A):

DIVISION I

SCHOOL BREAKFAST AND LUNCH PROGRAM

ITEM 4. Amend rule **281—58.2(283A)**, introductory sentence, as follows:

281—58.2(283A) Definitions. For purposes of this ~~chapter~~ division, the following definitions apply:

ITEM 5. Amend **281—Chapter 58** by adopting the following **new** division:

DIVISION II

NUTRITIONAL CONTENT STANDARDS, OTHER FOODS AND BEVERAGES

281—58.9(82GA,SF2425) Definitions. For the purposes of this division, the following definitions apply:

"A la carte food sales" means food offered for sale by the school as part of the school's food service program during the time the reimbursable school breakfast or lunch is served and that is not part of the reimbursable breakfast or lunch.

"School" means a school district or accredited nonpublic school.

"School breakfast program or school lunch program" means a program under which breakfasts and lunches or lunches are served by any school in the state of Iowa on a nonprofit basis to children in attendance, including any such program under which a school receives assistance out of funds appropriated by the Congress of the United States.

281—58.10(82GA,SF2425) Scope. The rules in this division regulate the nutritional content of food and beverages sold or provided on the school grounds of any school during the school day, including food and beverages sold via vending machines to which students have access, food and beverages sold in a "school store" or sold or provided otherwise on school grounds on a regular basis, and food and beverages sold as *a la carte* items. These rules do not regulate the nutritional content of food or beverages provided through a school breakfast program or school lunch program, sold for fundraising purposes, sold at concession stands, provided by parents, other volunteers, or students for class events, or provided by staff for the consumption by staff or students. The board of directors of a public school district or the authorities in charge of an accredited nonpublic school may, but are not required to, prescribe reasonable rules for their staff, volunteers, students, and parents, guardians, or custodians of students to adhere to regarding food and beverages provided on school grounds by staff, volunteers, students, and parents, guardians, or custodians of students.

281—58.10(82GA,SF2425) Nutritional content standards.

Nutrient	A la carte Entrees and sides	Vending/ School store items	Beverages
Calories	≤ NSLP entree items[1] OR ≤ 400 calories NSLP sides ≤ 200 calories[1]	≤ 200 calories	**Water** Not to have non-nutritive sweeteners
Total fat	≤ 35% calories (excluding nuts, seeds, peanut butter and reduced fat cheese)	≤ 35% calories (excluding nuts, seeds, peanut butter and reduced fat cheese)	**Milk – – 8 oz[2]** Low/non fat regular (now) Low/non fat flavored no non-nutritive sweeteners(now) In addition: ≤ 27 gm sugar/8 oz (2014) ≤ 24 gm sugar/8 oz (2017) ≤ 22 gm sugar/8 oz (2020)
Saturated fat	≤ 10% calories (excluding reduced fat cheese)	≤ 10% calories (excluding reduced fat cheese)	**100% Fruit/Vegetable Juice** No added sweeteners 4 oz elementary 10 oz MS/HS (now) 8 oz MS/HS (by 2014)
Trans fat	≤ 0.5 gm/serving	≤ 0.5 gm/serving	**Sports drinks, Flavored Waters**

			12 oz limit for elementary students No size limit for middle and high school students
Sugar	≤ 35% calories (excluding fruits and yogurt ≤ 30 gm/8 oz)	≤ 35% calories (excluding fruits and yogurt ≤ 30 gm/8 oz)	**Sodas (Carbonated Beverages)** None are to be made available during the school day via vending machines, school stores, or as *a la carte* items
Sodium	≤ 600 mg/serving entrees (present) ≤ 480 mg/serving entrees (2014) ≤ 400 mg/serving sides (present) ≤ 200 mg/serving sides (2014)	≤ 400 mg/serving (present) ≤ 200 mg/serving (2014)	**Caffeinated Beverages** None are to be made available during the school day via vending machines, school stores, or as *a la carte* items, with the exception of beverages that contain trace amounts of naturally occurring caffeine-related substances (e g , chocolate milk)

Dietary fiber/whole grain	50% of grains offered provide 2 gm dietary fiber/serving	50% if grains offered are whole grain OR provide 2 gm fiber/serving	
	At least two fruits and/or non-fried vegetables offered with no more than one being a juice option	At least two fruits and/or non-fried vegetables offered with no more than one being a juice option	

[1] NSLP (National School Lunch Program) menu items offered in the same portion size and frequency per week as they appear on the NSLP menu.

[2] Milk Portion size - 8 oz Elementary and Middles School; - 8 oz Portion must be available at High School and up to 16 oz may also be available.

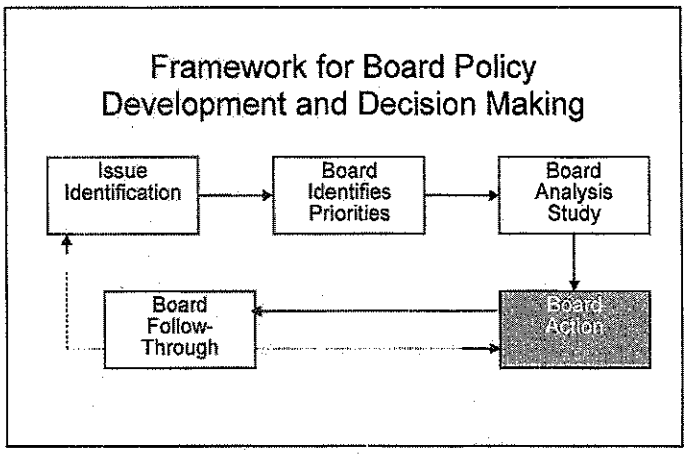
ITEM 6 Amend **281—Chapter 58**, implementation sentence, as follows:

These rules are intended to implement Iowa Code chapter 283A and 2008 Iowa Acts, Senate File 2425, sections 140 and 141.

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: Northwestern College's Practitioner Preparation Program

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success

Equity Impact Statement: The standards for practitioner and administrator preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Carole Richardson, Consultant
Practitioner Preparation
Division of PK-12 Education

Attachments: 1

Recommendation: It is recommended that the State Board approve Northwestern College's practitioner preparation program through the next scheduled full accreditation visit, tentatively scheduled for the 2013-2014 academic year.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Northwestern College met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
of
Northwestern College

December 11, 2008

Northwestern College, located in Orange City, is a liberal arts college affiliated with the Reformed Church in America. The college began as an academy in 1882; in 1928 the academy added a junior college. In the late 1950's the junior college became a four-year teacher training college, graduating its first class in 1961. The college later developed a liberal arts program and was granted full college accreditation by the North Central Association in 1970.

Northwestern College currently enrolls approximately 1300 students representing 31 states and 13 countries. Approximately 89% of the faculty members have doctorates or equivalent terminal degrees. The college offers a Bachelor of Arts degree in forty-nine programs. Generally more than 25% of the students at Northwestern College are pursuing majors in the college's Teacher Education Program. Between 75 and 90 teacher candidates are recommended for licensure each year. Northwestern offers thirty-eight endorsements.

A day-long preliminary review of the Northwestern College program was conducted on July 24, 2008, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Northwestern Program for their response at the time of the review.

The site visit occurred September 28 – October 1, 2008, in conjunction with the National Council for Accreditation of Teacher Education (NCATE). During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Northwestern Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Program Assessment, Clinical Practice, and Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- The "Teacher as Servant" model pervades candidates' work as well as their personal lives. As one candidate said, "It is not just a plaque on the wall." The mission statement and its model are at the center of everything that happens in the education department.
- The teacher education program at Northwestern College is respected by the college and the area P-12 schools. Graduates and candidates alike express appreciation for the program and its faculty.
- A strong relationship exists among Northwestern faculty and students, surrounding school personnel, and the local residents. This strong sense of community provides multiple kinds of support to individual students and to the education department.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The President, Provost, and Dean of Faculty are highly supportive of the teacher education program.
- The institution provides a $21,000 forgivable loan to faculty members who wish to pursue a terminal degree.
- The operating budget and the library budget provided to the teacher education program appear to be substantial. A curriculum library is accessible to students and faculty.
- The College provides a dedicated career counselor who helps with the job search process, credential files, interviewing on campus, and interview preparation.
- The team commends the faculty for its collegiality and encourages continued utilization of individual strengths in the adopted shared leadership model.

Concerns/Recommendations

1) The program should consider annual reviews of program faculty by the chair in addition to reviews by the Dean. Junior faculty may need more regular formal feedback and mentoring.
2) The Academic Affairs Committee is reviewing the general education requirements. The team recommends that, as this committee conducts its review, a teacher education representative(s) be included in the discussions to

ensure alignment with elementary content and eventually the Iowa Core Curriculum.

3) The secondary coordinators expressed that they would prefer more time and credit allotted to their specific content methods courses. The team recommends considering this suggestion.

Items that Must Be Addressed Prior to State Board Action: none

SECTION B: DIVERSITY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The college demonstrates strong commitment to encouraging intercultural competence through numerous opportunities for cross-cultural experiences.
- One hundred hours of multi-cultural experiences are required of all education majors. The application of these experiences is strengthened by reflective papers and interviews.
- Education students at all levels are exposed to a variety of teaching experiences, giving them a wide array of interactions relating to ethnicity, SES, religion, and exceptionalities.
- Several nearby school districts have significant minority populations including Hispanic, Laotian and Sudanese. These schools are used for field placements and ESL tutoring opportunities.

Items that Must Be Addressed Prior to State Board Action: none

SECTION C: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- This standard is met with strength.
- Candidates and graduates hold the education faculty in high esteem, emphasizing that faculty members are caring professionals who take an individual interest in each candidate.
- Candidates report that education faculty model best practice in their classrooms.
- Service to the local professional community is exemplary.

Concerns/Recommendations: The monthly Friday Information Sharing (FISH) meetings provide an opportunity for communication and coordination between the

education department and the arts and science faculty who support the endorsement areas. The team suggests that the TEP build on this concept to achieve wider participation.

Items that Must Be Addressed Prior to State Board Action: none

SECTION D: ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Close formal and informal contacts among students and faculty provide rich opportunities for informal guidance to students and program.
- Available program data and feedback from surveys and conversations with cooperating teachers and advisory panel indicate that program graduates are generally well-prepared.

Concerns/Recommendations

1) Rubrics for candidate assessments seem to need additional refinement to insure consistency and clarity for evaluators.
2) A more formalized assessment plan that indicates how and when program data will be used for improvement should be developed.
3) The program is encouraged to review program requirements to be certain that early assessments build toward and are connected more directly to later competencies

Items that Must Be Addressed Prior to State Board Action: none

SECTION E: CLINICAL

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Field experiences begin early in the program and are connected to the methods courses.
- Cooperating teachers who have supervised a number of Northwestern College student teachers compliment the candidates' level of preparation, professionalism, and responsibility.
- The entrance portfolio and the personal reflection involved are to be commended.

Concerns/Recommendations

1) The evaluation forms used by supervisors and cooperating teachers should be consistent and aligned with program criteria.
2) Evaluations and expectations for candidates supervised at a distance should be the same as those who are supervised within the Northwestern radius
3) The team encourages the program to consider three-way conferences among cooperating teacher, supervisor and student teacher at mid-term and final evaluations.

Items that Must Be Addressed Prior to State Board Action: none

Comments by Students

- Every methods class helped build my confidence. We were taught a model, then encouraged to practice it.
- Northwestern prepares us for real teaching through early field experience and continual exposure.
- The main strength of Northwestern is that it offers us so many opportunities, for example, tutoring, helping ELL students, etc.

Comments by Cooperating Teachers

- My student teachers from Northwestern are like team teachers. They are always well prepared.
- Classroom management, knowledge of content, and standards are all strong.
- I have had four Northwestern student teachers, and I expect that they will be well prepared.
- We depend on Northwestern students to be tutors, to be part of our school system.

Comments by Area Administrators

- The Northwestern College students are an asset. When we have a need in our elementary school for someone to assist an English language learner or a student with disabilities, I email the college and I have someone within a day or two to help that child.
- We know that if an applicant is a Northwestern graduate, that candidate is quality. That application rises to the top.
- We usually hire teachers with three or four years of experience, but a couple of years ago we interviewed a Northwestern student as a token because we needed four candidates. She was freshly graduated and WOW, she was absolutely fantastic. We hired her.

SECTION F: CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Area schools and teachers express strong support for the teacher education program. Northwestern candidates' preparation, initiative, and dispositions meet the expectations of the cooperating teachers and administrators as student teachers and as employees.
- Candidates indicate the foundation provided in coursework is instrumental in facilitating success in school settings.
- EDU 343 (Diagnosis and Correction of Reading Problems) is part of the elementary education core in addition to reading methods.

Concerns/Recommendations

1) The team supports increased attention to specific secondary methods coursework.
2) Evidence indicates that candidates need more performance requirements in learning to use formative assessment to determine student learning and to guide instruction.

Items that Must Be Addressed Prior to State Board Action: none

Iowa State Board of Education

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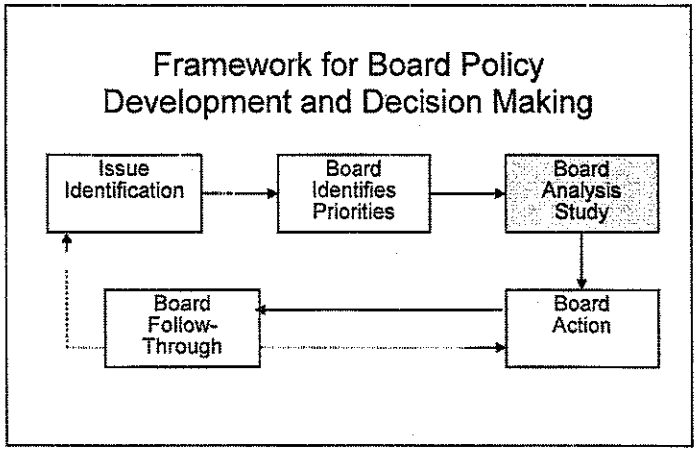

Agenda Item: National Association of State Boards of Education and Centers for Disease Control HIV Conference

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Education policies can help all students understand the health risk behaviors for HIV/AIDS.

Presenter: Brian Gentry
State Board Member

Attachments: None

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The impact of the HIV/AIDS crisis is especially pervasive on African-American youth. In May, the National Association of State Boards of Education in partnership with the Centers for Disease Control and Prevention, invited African-American members of State Boards of Education to attend a conference to consider the linkage between health risk behaviors and academic achievement, and to review exemplary education policies on HIV/AIDS. Brian Gentry attended that meeting and will share information with the Board.

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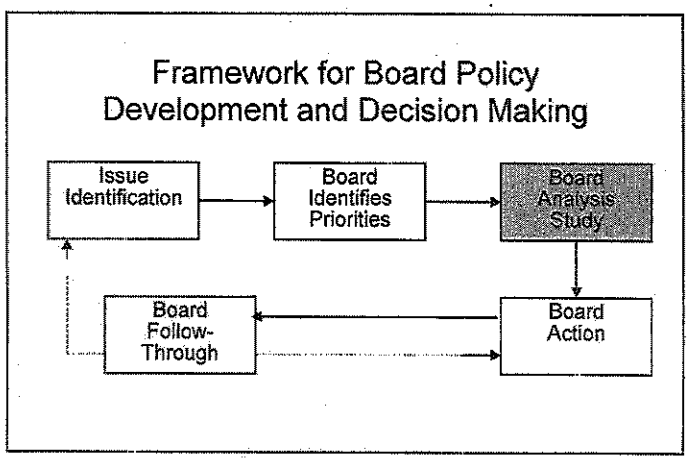

Agenda Item: Teacher Development Academies

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: The Department must support the learning of all students if they are expected to achieve at a high level.

Presenter:

Kevin Fangman, Administrator
Division of PK-12 Education

Tana Aagesen, Teacher
Nevada Community School District

Michelle Knott, Teacher
Nevada Community School District

Nancy Port, Director of School Improvement
Nevada Community School District

Kristina Greenfield, Teacher
Humboldt Community School District

Lori Westhoff, High School Principal
Humboldt Community School District

Attachments: 1

Recommendation: It is recommended that the State Board listen and discuss the information about Teacher Development Academies.

Background: Over the past three school years, Iowa's districts have had the opportunity to participate in Teacher Development Academies (TDAs) aimed at increasing teacher skills and student achievement. The TDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The five academies include:

- Question-Answer Response,
- Concept-Oriented Reading Instruction,
- Second Chance Reading,
- Cognitively Guided Instruction, and
- Authentic Intellectual Work.

Teacher Development Academies

In order to improve instruction and increase student achievement, quality professional development must be provided. Through the implementation of the Iowa Professional Development Model (IPDM), Iowa's teachers will be better prepared to implement research-based instruction that has a direct impact on reading, mathematics, and science achievement

Educational research and the professional literature in K-12 education have consistently shown that the instruction provided by teachers in classrooms has a direct impact on the achievement of students. Investment in quality professional development is critical to increasing the skills of teachers to improve student learning

Over the past three school years, Iowa's districts have had the opportunity to participate in Teacher Development Academies (TDAs) aimed at increasing teacher skills and student achievement. The TDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the IPDM. The five academies include:

- **Question-Answer Response (QAR):** A professional development opportunity for middle and high school teams who have targeted improved student performance for staff development. This academy focuses on a question and answer strategy intended to improve students' reading comprehension in the content areas. To date, 21 school teams from 19 school districts have participated in QAR.
- **Concept-Oriented Reading Instruction (CORI):** This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from 12 schools representing eight school districts have participated in CORI.
- **Second Chance Reading (SCR):** A program that provides a specific course for struggling readers at the middle and high school levels. To date, 96 schools from 56 school districts have participated in SCR.
- **Cognitively Guided Instruction (CGI):** A teacher professional development program based on over 20 years of research. The training targets elementary school teams. Cognitively Guided Instruction is a framework for understanding how children learn the concepts of numbers, operations and algebra, and is integrated into current mathematics instruction. To date, teams from 24 elementary schools from 15 school districts have participated in CGI.
- **Authentic Intellectual Work (AIW):** This is an instructional approach emphasizing cognitive complexity, or teaching for understanding. AIW is characterized by *construction of knowledge* through the use of *disciplined inquiry*, to produce discourse, products, or performances that have *value beyond school.* To date, 21 schools have participated in AIW.

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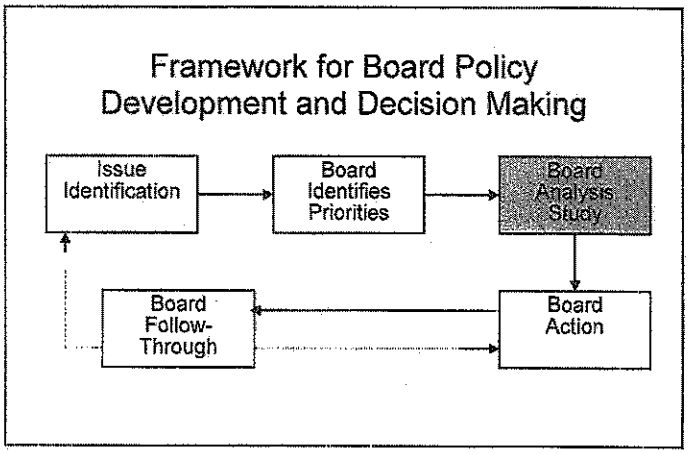


Agenda Item: Online Learning in Iowa

Iowa Goal: All K-12 students will achieve at a high level.

Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: The Department must support the learning of all students if they are expected to achieve at a high level.

Presenter:

Gwen Nagel
Director, Iowa Learning Online
Division of PK-12 Education

Steve Rheinschmidt
Consortium Director
Iowa Community College Online Consortium

Attachments: 1

Recommendation: It is recommended that the State Board listen and discuss the information about online learning opportunities for high school and community college students in Iowa.

Background: High school and community college students in Iowa have online learning options available to help them take courses that may otherwise not be available to them. Iowa Learning Online (ILO) is an Iowa Department of Education initiative designed to help local schools expand student learning opportunities. The Iowa Community College Online Consortium is a consortium of seven of the community colleges of Iowa offering online college coursework.

Iowa Learning Online Classes

Definition and Principles

Iowa Learning Online (ILO) is an Iowa Department of Education initiative designed to help local schools expand student learning opportunities.

ILO operates under four basic principles:

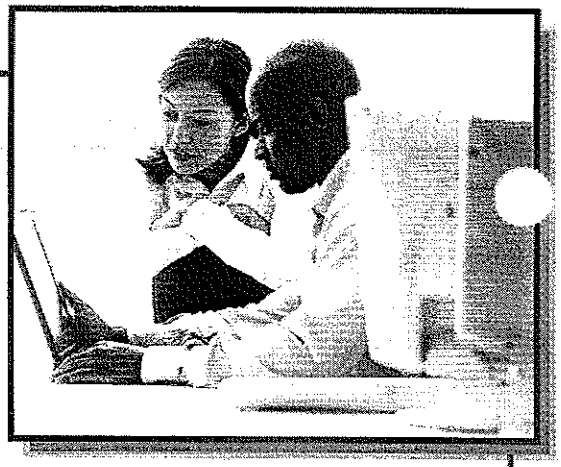
1. Iowa Learning Online supports local school districts. It is **not** a school and will not replace local schools in Iowa.

2. Iowa Learning Online collaborates with Iowa's high schools, higher education institutions (community colleges, regent universities and independent colleges/universities) and Area Education Agencies to provide quality learning opportunities for students anywhere in the state.

3. Iowa Learning Online serves a variety of educational needs and a broad range of learners. It is open to meeting the needs of all students, not only those with advanced learning needs.

4. Iowa Learning Online offers opportunities through the use of telecommunications such as the Internet and ICN video classrooms. It will continue to explore new methods of providing high quality instructional delivery.

Iowa Learning Online



Overview & Development

Iowa Learning Online

ILO is an Iowa Department of Education initiative developed in 2004 to help Iowa high schools expand student learning opportunities through online and ICN technology

The ILO Website features at-a-distance classes being offered by:

- Iowa Learning Online
- Iowa accredited high schools
- Iowa colleges

Local school districts control access to ILO classes by:

- determining appropriate courses for student needs
- enrolling students and providing access
- seeking quality coaches to support student learning

ILO does NOT:

- award credits and/or diplomas.
- supplant a school's responsibility to provide courses.
- undermine existing curriculum

Development of Iowa Learning Online Classes

Phase #I: **ILO hired teachers to develop and offer at-a-distance classes.** These ILO classes are currently being offered **FREE**:
GenBio, Anatomy/Physiology, Calculus, Chemistry, Physics, Pre-Calc

Phase #2: **ILO partnered with schools and teachers to offer additional classes.** These ILO classes are currently being offered **FREE**:
Am Gov/Politics, Am History, English 9, English 10, World History

Phase #3 **ILO is currently collaborating with school districts and community colleges to expand curriculum choice.** These classes are being **SOLD** by offering schools: Algebra I, Algebra II, Am Government, Am History, Am Literature, AP Music Theory, Biology, British and World Lit, Chemistry, Critical Reading and Effective Writing, Earth Science, Economics, French, Fundamental Math, Geography and World Cultures, German, Geometry, Introduction to English Literature and Composition, Ornithology and Birds of Iowa, Physical Science, Physics, Pre-Algebra, Pre-Calculus, Skills for Health, Spanish, The Works of Shakespeare, World History

ILO will support schools' sharing of at-a-distance courses by:

- paying ICN costs
- providing a course management system.
- faciliting online registration.
- facilitating regional class-sharing discussions.
- posting classes on ILO Web page.

Website: http://IowaLearningOnline.org

Iowa Learning Online Classes

High school credit classes posted on ILO's Website:

Algebra
American Government
American History
American Literature
Anatomy and Physiology
AP Music Theory
Biology
British and World Literature
Calculus
Chemistry
Critical Reading and Effective Writing
Earth Science
Economics
English 10
English 9
Fundamental Math
General Biology
Geography and World Cultures
Geometry
German
Introduction to English Literature and Composition
Introductory Algebra
Physical Science
Physics
PreCalculus
Skills for Health
Spanish
The Works of Shakespeare
U.S. Government and Politics
World History
Writing and Grammar

http://iowalearningonline.org/classes.cfm

Iowa Learning Online -- Student Enrollment by Course by Semester

	Sum 04	Fall 04	Spr 05	Sum 05	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07	Win 07	Spr 08	Sum 08	Fall 08
Algebra I *		17	17												
Algebra I											2		2		
American Government	7		1	21	13	10	56	27	30	38	14	4	27	34	23
American History		17	7	10	15	15	15	14	13	20	19		17	19	37
Anatomy & Physiology		11	8		20	14		35	21		34		24		52
AP Music Theory *					15			3	3		4		4		10
Calculus		17	17		24	27		24	18		26		24		21
Chemistry					32	30		29	27		32		29		60
English 9	10	1		11	14	8	15	12	12	10	18		12	5	11
English 10		3	4	4	5	5	12	16	16	13	12		9	17	15
French *		70	60		86	70		22	12						
General Biology								26	26	8	63		37	11	63
German *		91	75		50	30		126	32		45		41		9
Physics		7	6		24	27		40	33		51		50		69
Pre-Calculus								34	30		45		24		
Spanish		5	9		38	30									
Visual Arts *					3			1							
World History	23	25	19	3	8	7	14	10	16	7	14		14	17	22
Total Enrollment	40	264	223	49	347	273	112	419	289	96	379	4	314	103	392

* ILO only pays ICN video costs.

Iowa Learning Online Classes

Role of the Student Coach in Supporting Online Students

Each student enrolled in an online class offered through Iowa Learning Online (ILO) must be supported locally by an on-site Student Coach who is selected by the local school district. Virtual school research has shown that a local school coach who takes an interest in the work of the student enhances the success of the student.

The Student Coach, a certified or non-certified school employee, works closely with the student as an advocate, an accountability partner, and a communicator to the online instructor, parents, counselors, and administrators. By performing the following activities, the Student Coach plays a vital role in helping the online student achieve success.

Communication with online student:

- Touch base daily with any credit recovery online student; meet at least three times a week with students involved in credit advancement courses.
- Distribute and retrieve textbooks, CDs and other materials that are loaned to the student for the duration of the ILO class.
- Receive and distribute *Getting Started* materials to students via email.
- Proctor quizzes and exams, as needed.
- Know student's access information (user name and password) to gain access the course.
- Request weekly progress reports from students.
- Examine assignments before they are submitted to the instructor.
- Encourage students to email clarification questions directly to their instructor.
- Work with students on establishing short-term and long-term learning goals.
- Stress the importance of time management to meet course deadlines.
- Explain to students the importance of ongoing, consistent engagement in class.

Communication with parents:

- Email weekly student progress reports to parents.

Communication with online instructor:

- Inform online instructor of any personal student information that may impact student's learning.
- Maintain frequent email and/or phone communication during the time period of the class. This is especially important during the time just prior to and at the beginning of a class when *Getting Started* materials are being distributed and the student is establishing a pattern of engagement in course activities.
- Receive passwords for proctored quizzes and exams.

Communication with local administrators, guidance counselors, and technology coordinator:

- Inform administrators and/or the school technology coordinator of any computer and Internet access needs or barriers encountered by online students.
- Work with local school personnel to provide a positive work environment for online students and accommodate special needs as they are identified.

If you have additional questions, contact:

Gwen Wallace Nagel, Director
Iowa Learning Online
Phone: 515-281-7806
Email: gwen.nagel@iowa.gov

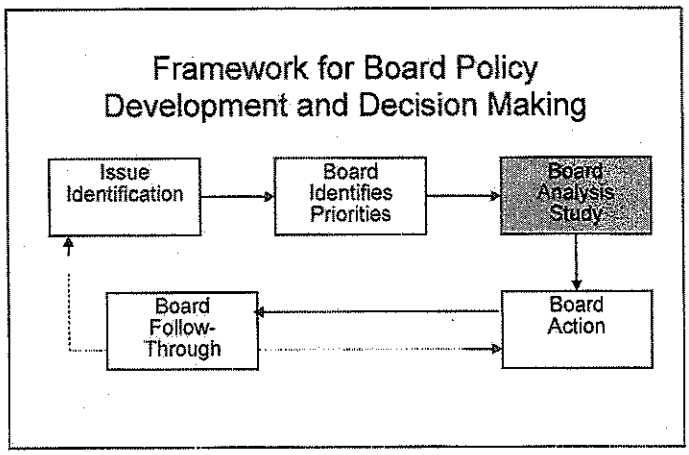
OR

Arlan Thorson, Teacher/District Liaison
Iowa Learning Online
ILO Cell Phone: 515-238-4765
Email: athorson@iowalearningonline.org

Iowa State Board of Education

Executive Summary

December 11, 2008



Agenda Item: School Accreditation Visits – An Overview

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Students across the state should have access to a high quality education program.

Presenter: Del Hoover, Deputy Division Administrator
Bureau of Accreditation and Improvement Services

Jim Addy, Division Administrator
Division of School Support and Information

Brandie Gean, School Improvement Consultant
Bureau of Accreditation and Improvement Services

Barb Byrd, School Improvement Consultant
Bureau of Accreditation and Improvement Services

Attachments: 3

Recommendation: It is recommended that the State Board listen and discuss the information presented.

Background: The Department of Education is granted authority to conduct Phase I and II accreditation visits pursuant to Iowa Code 256.11, subsection 10.

During this session, information about the accreditation process under Phase I and II will be shared with the Board.

Time	Topic/Points	Materials	
5 minutes Del Hoover	**Introduction** Site Visits Quiz using clickers	Quiz Clickers	Questions to start and throughout presentation
5 minutes Del Hoover	**Overview of Presentation**	Folders	(this document)
15 minutes Del Hoover Jim Addy Dave Krieger	**The Big Picture – Phase I** 5 year Cycle Overview Yearly Monitoring -CSIP/APR -Financial - Jim -Licensure - Jim -Offer and Teach	Folders	Five Year Cycle – white document
15 minutes Barb Byrd Brandie Gean	**Focus on Year 3-Site Visit** Site Visit Power Point	Power Point Site Visit Document Folder	folder handouts
10 minutes - all	**Questions from State Board**		
15 minutes Jim Addy Del Hoover	**Phase II** -Authority 256.11(10)a-e -Financial Initiation of Phase II - Jim -Compared to Phase I -Process -Outcomes		See Below
10 minutes Del Hoover Dave Krieger Jim Addy	**Changes to Phase I Based on Experiences/ Connections to Phase II** -Final Statement determined by unique circumstances -Web based non-compliance tracking system - Dave -Follow-up visits determined by district need -District Negative Unspent Balance Projections - Jim	Site Visit Document Folder	See Below Statements of Accreditation – Blue Statements of Accreditation - Blue

Authority for Phase II

256.11(10) – Phase II required the use of an accreditation committee, appointed by the director of the department of education, to conduct an on-site visit to an accredited school or school district if any of the following conditions exist:

a. When either the annual monitoring or the on-site visit of phase I indicates that a school or school district is deficient and fails to be in compliance with accreditation standards.
b. In response to a petition filed with the director requesting such a committee visitation that is signed by eligible electors residing in the school district equal in number to at least twenty percent of the registered voters of the school district.
c. In response to a petition filed with the director requesting such a committee visitation that is signed by twenty percent or more of the parents or guardians who have children enrolled in the school or school district.
d. At the direction of the state board of education.
e. (NEW) the school budget review committee submits to the department a recommendation for a fiscal review pursuant to section 257.31, subsection 18.

Phase I and II Comparison

Area	Phase I	Phase II
Team Composition	Stakeholders from AEA, higher ed, LEAs, and DE Volunteers	Primarily DE and based on district need Division of PK-12 (all bureaus) Division of Community Colleges (CTE) Division of School Support and Information Appointed by the Director
Time	3 to 5 days in district depending upon the size of the district	3-4 weeks in district to comply with Code process
Monitoring	Parts of Chapter 12 & Federal Programs	All of Chapter 12 and Federal Programs non-compliance identified in Phase I
Finance	Low emphasis	High emphasis depending upon the district's circumstances
Interviews	Wide range of stakeholders – 60% of visit (est) Focused on School Improvement Interviews: groups File review: sampling	School personnel as needed to determine compliance – 20% of visit (est) Focused on Compliance Interviews: individuals as needed File review: all files

Recommendations from 256.11(12)

... a recommendation shall specify whether the school district or school shall remain accredited or *under what conditions the district may remain accredited.* The conditions may include, but are not limited to, providing temporary oversight authority, operational authority, or both oversight and operational authority to the director and the state board for some or all aspects of the school district operation, in order to bring the school or school district into compliance with minimum standards.

If the deficiencies have not been corrected, and the conditional accreditation alternative contained in the report are not mutually acceptable to the local board and the state board, the state board shall merge the territory of the school district with one or more contiguous school districts at the end of the school year.

Comprehensive Site Visits

2008-2009

State Board Presentation

11/26/2008 1

Our Focus:
State Board of Education Mission & Goals

Vision

Iowa students will become productive citizens in a democratic society, and successful participants in a global community.

Goals

- **All children will enter school ready to learn.**
- **All K-12 students will achieve at a high level.**
- **Individuals will pursue postsecondary education in order to drive economic success.**

11/26/2008 2

Purpose of Site Visit

The Site Visit Process is set forth in the Code of Iowa-*256.11(10)* and Iowa Administrative Code (Rules) *12.8(4)(A)(2)*.

- To assess progress with the comprehensive school improvement plan
- To make recommendations with regard to the visit findings for the purposes of improving educational practices
- To determine that a school or school district is in compliance with the accreditation standards
- To provide a general assessment of educational practices

281-IAC 12.8 (4) (A) (2

11/26/2008 3

Chapter 12 Rule Interpretation Matrix State Accreditation Rules (see handout)

Chapter 12 contains the state rules for accreditation of public and nonpublic.

Chapter 12 state accreditation requirements and rule interpretation, can be found at:
http://www.iowa.gov/educate/content/view/495/542/

Guidelines and technical assistance for implementing programs are available by topic on the Department of Education website.

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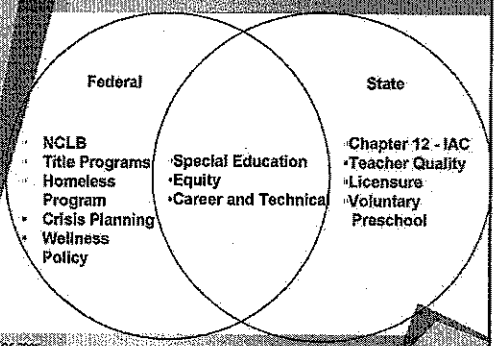
What do we monitor for compliance? State and Federal Monitoring



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Pre-Visit Preparation Document Review Checklist

- ✓ A school or district prepares documents to validate state and federal requirements.
- ✓ The Checklist does not include ALL of the state and federal requirements that may be monitored during the visit. All state and federal requirements are subject to onsite review
- ✓ The onsite review extends internal desk audits such as CSIP, APR, and BEDs

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Reporting Format-Research Based

The Seven Themes

- Vision Mission, and Goals
- Leadership
- Collaborative Relationships
- Learning Environment
- Curriculum and Instruction
- Professional Development
- Monitoring and Accountability

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Sample-Overview of 3 Day Visit

- DAY I
  - School/District Overview
  - Document review
  - Interviews
  - Team dialogue
- DAY II
  - Interviews
  - Dialogue with team members
  - Report development
- DAY III
  - Report development
  - Team consensus
  - Site visit highlights

The number of days will vary according to the size of the school or district and inclusion of focused equity.

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Selection of Interviewees

- Most interview groups include all grade levels
  PreK-12 teachers, parent/guardian, principals, learning support
- Composition of parent/guardian and student groups
  Variety of individuals
- Composition of Community Partners/District Advisory
  Advisory/community members with minimal number of school employees, retired employees, board members

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Site Visit Team Members

- Consist of professionals from LEA's, AEA's, universities/colleges, and DE staff
- We rely primarily on volunteers to sign up for visits of their choice and ask that they do not have close ties to a district/school (an assurance must be signed)
- Each visit is made up of new teams

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Interviews and Protocol

The purpose of interviews is to gather information by engaging stakeholders in constant conversations

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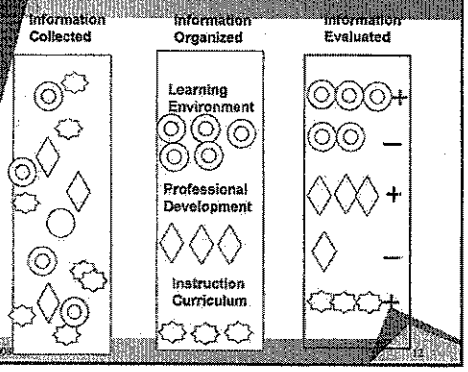
The Gathering and Reporting Process



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Report Final and Post-Visit

- Team leader will edit report and finalize determination of non-compliance issues.
- Each 2008-09 report will contain a statement of accreditation (see statements).
- Draft report will be sent to all team members and reviewed internally
- The LEA will receive a report of findings.
- The LEA will review site visit report findings as a part of the CSIP revision process.
- The LEA will develop a plan of correction addressing any non-compliance issues.
- The School Improvement Consultant will monitor and follow-up with any non-compliance issues.

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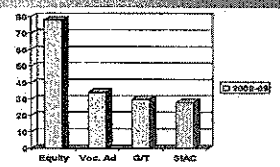
Statewide Snapshot – Non-compliance



- 38% of all citations (437) were in the following four areas:
  - Equity related including policy for bullying and harassment (78)
  - Vocational Advisory Committee and program offerings (35)
  - Gifted and Talented (30)
  - School Improvement Advisory (29)

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Reflection

The site visit process

- Provides data to support requirements of state and federal legislation and program evaluation
- Provides a "snapshot" of the current state of local continuous improvement
- Provides a reference point for district/school conversations about student learning and system-wide school improvement

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Onsite Document Review Checklist and Non-Regulatory Guidance for School Districts
2008-09 Comprehensive Site Visits

Preparing for the Onsite Visit
Please have documents pertaining to the items on this checklist available in the site visit team's designated workroom for review during the site visit. It is expected the documentation be organized by using notebooks, folders, or other means coded by the item numbers/letters listed below (e.g., 1a and 1b) in a way that is efficient for the district and easy to follow by team members.

All Accreditation Requirements versus Items Reviewed During the Onsite Visit
Chapter 12 of Iowa Administrative Code contains the accreditation requirements for schools and school districts. Although all requirements contained within Chapter 12 are not specifically monitored during the onsite visit process, this does not absolve the LEA from addressing these items. **It is the responsibility of LEA leadership to assure ALL accreditation requirements are met. If the site visit team becomes aware of areas of Chapter 12 non-compliance regarding issues not contained on this checklist, these items will be included within the citations contained in the site visit report.** For additional guidance, the LEA is advised to obtain a copy of the Chapter 12 Rule Interpretation Matrix from the Department of Education website (http://www.iowa.gov/educate/content/blogcategory/61/897/).

281—IAC Chapter 12: General Accreditation

1. Attendance center, program, and course enrollment data by race, national origin, gender, and disability demonstrating the following:
   _____ a. Attendance center and course enrollment data, disaggregated by gender, racial/ethnic background, and disability are reviewed annually. *281—IAC 12.1(1)*

Evidence:
The district must provide the following:
- a summary of attendance center, program, and course enrollment-related trends noted over the past three years

Questions regarding how these data are collected and used, with what frequency, by whom, and for what purposes are included within the 2008-09 site visit interview protocol. The intent is to provide greater clarity regarding how the district is addressing the "reviewed annually" requirement.

Guidance:
Collection of "count" data for the indicated categories is most likely completed through the district's student management system and partially reported through BEDS. It is appropriate for districts offering multiple sections of content-specific courses at other levels (e.g., grade 8) to provide these data as well as this would help determine equity in student placement practices. It is not uncommon for districts to provide course-level disaggregated data for gender only as this is a common report feature on student management systems, but the requirement is that data be collected and reviewed for each stated category (i.e., gender, race, and disability)

_____ b. Equal opportunity in programs is provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed. *281—IAC 12.1(1) and Iowa Code 280.3*

Evidence:
The district must provide the following items:

- district and administrative policies regarding student access to educational programs
- civil rights grievance procedures
- evidence that a district equity coordinator has been appointed
- a summary of activities conducted by the district's equity coordinator

Guidance:
If one of the required evidence pieces is missing, the district will be considered out of compliance with this item.

Related IASB Sample Policy: 102 (last updated, 6/6/07)

2. _____ The board policy manual provides evidence policies are reviewed at least every five years. *281—IAC 12.3(2)*

Evidence:
Provide a copy of the board policy manual (or directions for electronic access).

Guidance:
While many districts include the adoption, review, and revision dates on each individual policy, it is not required. These dates might appear on a separate page, such as an index page for each policy series.

Related IASB Sample Policy: 209.6 (last updated, 11/12/99)

3. Policies have been adopted that address the following content:

Preparation/Evidence:
Please record the district policy number for each of the required content items listed below and share this information with the site visit team leader when he/she arrives for the visit. The district should provide either a separate copy of each policy or "flag" the specific policies within the board policy manual provided for item #2. It is allowable for one board policy to address more than one content item.

Guidance:
The Iowa Association of School Boards (IASB) sample policies indicated below are provided as a reference only. While it is common to find districts that use this service from IASB, there is no requirement that a district do so. If a district does use the IASB samples, care should be taken to "localize" the content to assure alignment with district practices.

_____ a. Accessibility and confidentiality of student records in compliance with *FERPA (34 CFR §99), Iowa Code Chapter 22,* and *281—IAC 12.3(4)*

Guidance:
IASB Sample Policy: 506.1 (Last updated, 10/10/02)

FERPA requirements can be accessed online at http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html. Specific requirements regarding the documentation required for requests and disclosures of student record information is contained in 34 CFR §99.32.

_____ b. Graduation requirements *281—IAC 12.3(5)*

Guidance:
District policy must be consistent with requirements contained in 281—IAC 12.5(5), which state "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 and 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 United States government and one unit of United States history.

IASB Sample Policies: 505.5 (last updated, 6/8/00) and 505.6

_____ c. Student responsibility and discipline, including the following:

Guidance:
The student responsibility and discipline policies required under this section shall ensure due process rights for students and parents.

SF 588 of 2007 added section 279.66 to the Code of Iowa. This section (Discipline and Personal Conduct Standards) requires the board of directors to review and modify existing student discipline and conduct policies. **"The policy shall specify the responsibilities of students, parents and guardians, and practitioners in creating an atmosphere where all individuals feel a sense of respect, safety, and belonging, and shall set forth the consequences for unacceptable behavior. The policy shall be published in the student handbook."**

_____ 1 use of tobacco *281—IAC 12.3(6)*

Guidance:
IASB Sample Policy: 502.7 (last updated, 8/31/91) and 905.2 (Tobacco Free Environment- last updated, 7/28/08)

_____ 2. use or possession of alcoholic beverages or any controlled substances *281—IAC 12.3(6), and Title IV-A, NCLBA Sec. 4114(d)(7)(A)*

Guidance:
IASB Sample Policy: 502.7 (last updated, 8/31/91)

_____ 3. violent, destructive, and seriously disruptive behavior *281—IAC 12.3(6) and Title IV-A, NCLBA Sec. 4114(d)(7)(A)*

Guidance:
IASB Sample Policy: 503.1(last updated, 10/10/02)

_____ 4 suspension, expulsion, emergency removal, and physical restraint *281—IAC 12.3(6)*

Guidance:
IASB Sample Policies: 503.1 (last updated, 10/10/02), 503.2 (last updated, 3/31/89), 503.5 (last updated, 11/12/99)

_____ 5 weapons *281—IAC 12.3(6), Iowa Code 280.17B and 280.21B, and Title IV-A NCLBA Sec. 4114(d)(7)(A)*

Guidance:
IASB Sample Policy: 502.6 (last updated, 10/10/02)

_____ e 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 *281—IAC 12.3(12)(c)*

Guidance:
IASB Sample Policies: 506.1 (last updated, 10/10/02), 605.1, 605.3, 605.7 (all last updated, 8/31/07)

_____ f. Policy prohibiting harassment and bullying of or by students, staff, and volunteers which is based on 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. *281—IAC 12.3(13), Title IX, Section 106.31, Iowa Code 280.28(3) and 729A.1*

Guidance:
Harassment and bullying is construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics stated above. The local board policy must contain all of these 17 traits or characteristics, but does not need to be limited to these 17.

According to Iowa Code 280.28(3): On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall 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.

If a single policy is used, a reasonable person must be able to interpret the policy as covering student vs. student, student vs. staff, staff vs. staff and staff vs. student issues.

There is a sample policy available on the Department website which addresses the legislated requirements (see http://www.iowa.gov/educate/content/view/942/1106/).

IASB Sample Policy: 104 (last updated, 9/27/07)

_____ g. Policy to ensure that students are free from discriminatory practices in the educational program (MC/GF policy) *281—IAC 12.5(8)*

Guidance:
IASB Sample Policy: 603.4 (last updated, 6/8/07)

_____ h. Conducting ongoing and long-range needs assessment processes, including

_____ 1. Provisions for keeping the local community regularly informed on progress toward state and locally determined indicators *281—IAC 12.8(1)(b)(1)*

Guidance:
IASB Sample Policy: 103 (last updated, 2/15/00)

Note:
It is not uncommon to find this policy either missing or outdated (e.g., no specific reference to informing the community on progress).

_____ 2. Methods used to inform K-3 parents biannually of their child's performance *281—IAC 12.8(1)(b)(1)*

Guidance:
IASB Sample Policy: 505.1 (last updated, 9/8/99)

_____ 3 How opportunities for local community feedback are provided on an ongoing basis *281—IAC 12.8(1)(b)(1)*

Guidance:
IASB Sample Policy: 103 (last updated, 2/15/00)

Note:
It is not uncommon to find this policy either missing or outdated (e.g., no specific reference to how opportunities for community feedback are provided).

_____ i. Procedures for curriculum development, implementation, and evaluation which includes content standards and benchmarks in at least reading, mathematics, and science; performance levels; and annual improvement goals aligned with needs assessment data *281—IAC 12.8(1)(c)(1)*

Guidance:
IASB Sample Policies: 602.1, 602.2, 602.3 (all last updated, 2/15/00)

_____ j Policies related to the provision of special education and related services, including

_____ 1. Provision of a free appropriate public education *281—IAC 41.404(1)(a)*

Guidance:
IASB Sample Policy: 603.3 (last updated, 1/22/01)

Note:
It is not uncommon to find outdated versions of this policy. Versions based on older guidance documents are often missing the word "free" and reference only "appropriate public education".

_____ 2. Provision of special education and related services *281—IAC 41.404(1)(b)*

Guidance:
IASB Sample Policy: 603.3 (last updated, 1/22/01)

_____ 3. Provision of special education and related services in the least restrictive environment *281—IAC 41.404(1)(c)*

Guidance:
IASB Sample Policy: 603.3 (last updated, 1/22/01)

_____ 4. Protecting the confidentiality of personally identifiable information *281—IAC 41.404(1)(d)*

Guidance:
IASB Sample Policy: 506.1 (last updated, 10/10/02)

_____ 5. Graduation requirements for eligible individuals *281—IAC 41.404(1)(e)*

Guidance:
IASB Sample Policy: 505.5 (last updated, 6/8/00)

_____ 6 Requirements for administration of medications, including a written medication administration record *281—IAC 41.404(1)(f), 281—IAC 41.404(3)*

Guidance:
IASB Sample Policy: 507.2 (last updated, 6/18/04)

_____ 7. Special health services *281—IAC 41.404(1)(g), 281—IAC 41.405(2)*

Guidance:
IASB Sample Policy: 507.8 (last updated, 6/8/00)

4. School calendar
   _____ a. Indicates 180 days of instruction *281—IAC 12.1(7)*
   _____ b. Seniors have 175 days scheduled in the calendar *281—IAC 12.1(7)*

Evidence:
- a copy of the school calendar
- a copy of the daily schedule that includes starting and ending times for each attendance center (a day

If the calendar does not indicate the senior's last day of classes, the district is asked to provide this information for the team.

281—IAC 12.1(9) requires a school day to consist of at least 5 ½ hours of instructional time. If some days contain less than 5 ½ hours of instruction and the remainder of the day is used for professional development as allowed within 281—IAC 12.1(9), the district is asked to provide this information. Supporting evidence, such as professional development agendas for the day(s) in question, would also be helpful.

Guidance:
281—IAC 12.1(9) allows schools and school districts to count parent-teacher conferences as instructional time, thus count toward the total days of instruction. If the first four consecutive days equal at least 27 ½ hours of instruction because parent-teacher conferences are held beyond the regular school day, the district may record zero hours of instruction on the fifth consecutive day and still count it as a day of instruction (e.g., conferences are held in the evenings on Tuesday and Thursday, Friday can count as a day of instruction even though school is not in session).

Seniors are not required to make up days that are added to the end of the regular adopted calendar due to inclement weather (i.e., "snow days").

Scheduling early dismissals during the first week of school in *anticipation* of heat is not allowed under Chapter 12. Early dismissal prior to holidays and/or on the last day of a grading period or final day of school are also not allowed under Chapter 12 unless the remainder of the day is used for professional development (see Evidence section above). The regularly scheduled school day may exceed 5 ½ hours. If this is the case, it is possible for district to schedule an early dismissal and still meet the 5 ½ hour minimum.

5. Personnel evaluation criteria and procedures contain **evidence** that:
   _____ a. The board has adopted evaluation criteria and procedures for all contracted staff *281—IAC 12.3(3), Iowa Code 279.14, and Iowa Code 279.23A*
      _____ 1. Teachers
      _____ 2. Administrators

Evidence:
The criteria and procedures are often found as supporting documents within board policy, but they are not required *policies*. The evaluation tool itself would provide evidence of the criteria, but may not indicate the procedures (e.g., who is responsible, frequency, etc.).

Guidance:
Related IASB Sample Policies: 302.5, 303.6, 405.8, 411.7 (last all updated, 7/11/08)

   _____ b. All contracted staff members are evaluated per local criteria and procedures. *281—IAC 12.3(3) and Iowa Code 279.14 and Iowa Code 284.8*
      _____ 1. Evidence that performance review for career (non-beginning) teachers:
         a. occurs at least once every three years
         b. directly links to the Iowa Teaching Standards and Criteria
         c. incorporates classroom observations and review of implementation of teachers' individual professional development plans
         d. includes supporting information from multiple sources

Evidence:
- A copy of the district's evaluation cycle, if established
- A copy of the district's evaluation tool

- Access to teacher evaluation documents should be provided to the site visit team leader to verify date(s) of completion. This item can be verified during the staff file review (see item #20) assuming evaluation documents are kept on file in that location. If copies are not kept within the personnel files, please provide information to the team leader on who to contact for access.

_____ 2. Evidence that an option for intensive assistance is provided to teachers identified as not meeting the district's expectations related to the Iowa Teaching Standards and Criteria *281—IAC 83.5(3) and Iowa Code 284.8*

Guidance:
This item is usually included within the district's evaluation criteria and procedures (see item 5a.)

_____ c. Some form of evaluation of administrators occurs annually. *281—IAC 12.3(3), 281—IAC 83.12(3), Iowa Code 279.23A.7*

_____ 1. Evidence the administrator's evaluator meets annually with the administrator to review progress on the administrator's professional development plan

_____ 2. Evidence that (summative) evaluation for administrators:

a. occurs at least once every three years

b. assesses the administrator's competence in the Iowa standards for school administrators and the goals of the individual administrator's professional development plan.

Evidence:
Documentation of administrative (principal and superintendent) evaluation activities (e.g., summative evaluations, board minutes, evidence of annual meetings to review administrator individual professional development plan goals) should be provided to the site visit team leader verify date(s) of completion. This item can be verified during the staff file review (see item #20) assuming evaluation documents are kept on file in that location. If copies are not kept within the personnel files, please provide information to the team leader on who to contact for access.

Guidance:
Iowa Code 284A.3 states, "By July 1, 2008, each school board shall provide for evaluations for administrators under individual professional development plans developed in accordance with section 279.23A., and the Iowa standards for school administrators and related criteria adopted by the state board in accordance with section 256.7., subsection 27 (note: these are found in 281—IAC 83.10). A local school board may establish additional administrator standards and related criteria."

For the 2008-09 school year, it is possible for a district to lack evidence for items c.1. and c.2. and remain in compliance. Even though review of professional development plan progress and evaluations may not be completed by the time of the visit, the district should be able to document how evaluations will occur and what will be included.

Additional information and guidance regarding administrator evaluation requirements is available at http://www.iowa.gov/educate/content/view/1447/1614/

6. School counseling program *281—IAC 12.3(11)*:
   _____ a. the district employs a qualified school counselor

   Evidence:
   Provide the name and folder number for the person(s) employed as school counselor or a copy of his/her license. This includes information for individuals whose services are contracted through another district or AEA.

   _____ b. program is regularly reviewed and revised and designed to provide
      _____ 1. curriculum that is embedded throughout the district's overall curriculum
      _____ 2. individual student planning designed to help students establish educational and career goals
      _____ 3. responsive services through intervention and curriculum that meet students' immediate and future needs
      _____ 4. management activities that establish, maintain, and enhance the total school counseling program

   Guidance:
   A reference document entitled "Iowa School Counseling – A Program Framework" is available for download from the DE website at http://www.iowa.gov/educate/content/view/716/720/.

7. Library program *281—IAC 12.3(12)*:
   _____ a. the district employs a qualified teacher librarian

   Evidence:
   Provide the name and folder number for the person(s) employed as teacher librarian or a copy of his/her license. This includes information for individuals whose services are contracted through another district or AEA.

   _____ b. program is regularly reviewed and revised and designed to provide
      _____ 1. methods to improve library collections to meet student and staff needs
      _____ 2. connections with parents and the community
      _____ 3. support for the district's school improvement plan
      _____ 4. access to or support for professional development for the teacher librarian
      _____ 5. current technology and electronic resources
      _____ 6. current and diverse collection of fiction and nonfiction materials in a variety of formats
      _____ 7. a plan for annually updating and replacing library materials, supports, and equipment

   Guidance:
   A reference document entitled "Iowa School Library Program Guidelines: Libraries, Literacy, and Learning for the 21st Century" is available for download from the DE website at http://www.iowa.gov/educate/content/view/959/1594/.

8. School Nurse *281—IAC 12.4(12)*:
   _____ a. the district employs a licensed school nurse

   Evidence:
   Provide the name and license number for the person(s) employed as school nurse or a copy of his/her license. This includes information for individuals whose services are contracted through another district or AEA.

9. Elementary program, grades 1-6. *281—IAC 12 5(3)*
Documentation that show(s) the following areas are taught in grades 1-6. ***Note: These areas do not have to be separate courses, but they must be taught in <u>each</u> of the grades. The number of minutes dedicated to each area is a local decision.***

_____ a. English-language arts
_____ b. Social studies
_____ c. Mathematics
_____ d. Science
_____ e. Health
_____ f. Physical education
_____ g. Music
_____ h. Visual art

<u>Evidence:</u>
Master schedules for each grade (1-6) should be provided. If a required subject area is not specified on the master schedule (e.g., Health), evidence of where the concepts are taught (in EACH grade, 1-6) should be provided. For example, if health content is integrated into science and/or physical education instruction, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

<u>Guidance:</u>
The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas, such as physical education and science. Care must be taken to assure <u>all</u> subject areas are included in <u>each grade</u>, 1-6. 281—IAC 12.5(3)(a)-(i) contains the list of content specifications for each elementary program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students in grades grades K-8 by 2014. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the primary and intermediate elementary grades have been developed and are available at http://www.iowa.gov/educate/content/view/674/1023/

10. Junior high program, grades 7 and 8. *281—IAC 12.5(4)*
Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. ***Note: These areas do not have to be separate courses, but they must be taught in <u>each</u> of the grades. The number of minutes dedicated to each area is a local decision.***

_____ a. English-language arts
_____ b. Social studies
_____ c. Mathematics
_____ d. Science
_____ e. Health
_____ f. Physical education
_____ g. Music
_____ h. Visual art
_____ i. Family and consumer education
_____ j. Career education
_____ k. Technology education

<u>Evidence:</u>
Master schedules for each grade (7 and 8) should be provided. If a required subject area is not specified on the master schedule (e.g., career education), evidence of where the concepts are taught (in <u>EACH</u> grade, 7 and 8) should be provided. For example, if career education content is integrated into multiple courses, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

Guidance:
Health, family and consumer education, career education, and technology education are often difficult areas to verify as the required concepts are commonly integrated into other subject areas versus being offered as stand alone courses. Care must be taken to assure all subject areas are included at both grade 7 and 8. 281—IAC 12.5(4)(a)-(k) contains the list of content specifications for each junior high program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students in grades grades K-8 by 2014. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the middle school level have been developed and are available at http://www.iowa.gov/educate/content/view/674/1023/

11. High school program, grades 9-12. *281—IAC 12.5*
Documentation (i.e., master schedule) that show(s) the following units of instruction are taught in grades 9-12.

Evidence:
The high school master schedule for each semester should be provided.

Guidance:
A "unit of instruction" is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With "regular" scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester length course is normally the equivalent of ½ unit of instruction. With block scheduling, a "block-length" course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students in grades grades 9-12 by 2012. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students. The essential concepts and skill sets for literacy, mathematics, science and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills) for high school have been developed and are available at http://www.iowa.gov/educate/content/view/674/1023/.

_____ a. English-language arts, six units *281—IAC 12.5(5)(a)*
_____ b. Social studies, five units *281—IAC 12.5(5)(b)*

Guidance:
All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

_____ c. Mathematics, six units *281—IAC 12.5(5)(c)*

Guidance:
The six units must include four sequential units that are preparatory to postsecondary educational programs.

_____ d. Science, five units *281—IAC 12.5(5)(d)*

Evidence:
Full units of chemistry and physics shall be taught but may be offered in alternate years. If the district's practice is to offer these subjects on an alternate year basis, master schedules for at least two consecutive years should be provided.

_____ e. Health, one unit *281—IAC 12.5(5)(e)*

Guidance:
It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the "offer and teach" requirement (see the general guidance for item #8)

Note:
General Health courses are not the same as Health Occupations Education courses (documentation required in 8.i.); there is a difference in licensure requirements. If the district offers Health Occupations, it will need to verify general Health courses are not being used to meet Career and Technical requirements (and vice versa).

_____ f. Physical education, one unit *281—IAC 12.5(5)(f)*

Guidance:
Physical education must be available both semesters unless the district has received a waiver from the Department (a copy of the approved waiver should be provided for verification). 1/8 unit equates to 900 minutes (this would be 50 minutes per week over an 18 week semester). There is no requirement that physical education be taught each period of the day.

_____ g. Fine arts, three units *281—IAC 12.5(5)(g)*

Evidence:
Fine arts instruction must include at least two of the following: dance, music, theater, and visual arts.

_____ h. Foreign language, four units *281—IAC 12.5(5)(h)*

Guidance:
The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. 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 (a copy of the approved waiver should be provided for verification).

If the district does not have a foreign language waiver and is not teaching the third and/or fourth year of a foreign language, the district is out of compliance.

_____ i. Vocational education (Career and Technical education [CTE]), three units (*only one of which may be a core unit)* in at least four of the six service areas *281—IAC 12.5(5)(i)*
- _____1) Agricultural education
- _____2) Business and office education
- _____3) Health occupations education
- _____4) Home economics education
- _____5) Industrial education
- _____6) Marketing education

Evidence:
Provide verification that courses comprising the unit requirements for each service area, as identified by the district within Project EASIER +CTE, are offered and taught. The information from Project EASIER +CTE will be made available from the DE to the site visit team leader.

If the district delivers any part of its CTE program through sharing agreement(s) with another district, the following documentation is needed:
- ✓ Current student enrollment, disaggregated by gender, for shared program(s). Provide the enrollment for all districts involved even if the enrollment for one district is zero.
- ✓ Course registration guide.

Courses must be reflected on the master schedule, regardless of their location (inside or outside the district). The issue here is access; students must be aware of course offerings provided through sharing agreements and must not be discouraged from attending.

Guidance:
The district must have three units worth of courses (equivalent of three year-long courses) that are clearly related to the CTE areas offered (at least four of the six service areas). Offering two strands in the same service area, such as Drafting and Carpentry within Industrial Education, counts as meeting requirements for just one service area. The courses reported as meeting the program requirement must be offered *and* taught. If courses are offered within the district, at least one student must be enrolled in each; if courses are offered outside of the district (i.e., via a sharing agreement) at least one student from either district must be enrolled. There is no minimum number of courses that must be taught on site

A "core" course can be used to meet a maximum of one of the three minimum unit requirements. A core course is one that can be applied to multiple CTE programs (e.g. Agricultural Education and Business Education). In general, any certified vocational instructor may teach a core course (e.g., Workplace Readiness); however, if Multioccupations (MOC) is used as a core course, it must be taught by an instructor who holds the MOC endorsement

Note:
Health Occupations Education is not the same as general Health courses (documentation required for item 11.e.); there is a difference in licensure requirements. If the district offers Health Occupations, it will need to verify general Health courses are not being used to meet CTE requirements (and vice versa).

12. Documents pertaining to vocational (career and technical) education programs that provide evidence of the following requirements:

_____ a Each program offered is articulated with at least one post-secondary institution (i.e., community college or apprenticeship program). *281—IAC 12.5(5)(i) and 281—IAC 46.7(3)*

Evidence:
The district must provide an articulation agreement for each program. The articulation agreement must be dated within the last five years and reflect current program offerings. Concurrent enrollment agreements with a community college and/or statewide agreements* (when provided by the district) can also fulfill this requirement. Copies of these agreements should be available to the visiting team for review. Providing evidence of how the agreements are publicized to students/parents is also helpful.

Guidance:
If an articulation agreement is outdated, it provides no benefit to the students. If the courses listed on the agreement are no longer offered by the district and/or college, the agreement is not valid as it would no longer benefit students within the program

*Statewide articulation agreements exist for the following areas (see http://www.iowa.gov/educate/content/view/263/930/1/2/):

- Nutrition
- Child Care
- Keyboarding I & II
- Marketing Field Experience
- Accounting

_____ c An advisory committee/council designed to assist vocational education (Career and Technical education) planning and evaluation composed of public members with emphasis on persons representing business, agriculture, industry, and labor (appointed by the board and meets at least once a year) is in place. *281—IAC 12.5(5)(i)*
Please provide the following evidence:
_____ Committee/council minutes that reflect assistance with CTE planning and evaluation
_____ List of advisory committee members and their representation as it relates to the CTE service areas
_____ List of advisory committee members by gender and race/ethnicity *Iowa Code section 69.16A and section 258.9*

Guidance:
The CTE advisory committee/council could be incorporated into the SIAC (See item 15.b.). If this is done, SIAC membership must reflect the representation required for CTE advisory committees/councils. In addition, SIAC minutes must reflect that the agenda(s) included issues related to each/all of the district's CTE service areas.

The district's CTE teachers can serve as ex-officio members of the advisory committee but should not be counted toward meeting the committee's required representation (e.g., the district's Ag Ed instructor should not be the only person on the committee representing agriculture).

All appointive boards, commissions, committees, and councils of the state established by the Code if not otherwise provided by law shall be gender balanced. This includes the CTE advisory committee.

13. Documentation that the board of education provides special education programs and services for its resident children that comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280. *281—IAC 12.5(9)*

_____ a. Letter from the Area Education Agency Special Education Director indicating the district is in compliance.

_____ 1. All individual student noncompliance issues have been corrected (if applicable).

_____ 2. The Corrective Action Plan (CAP) has been fully implemented (if applicable)

Guidance:
A district has one year to fully implement its Special Education Corrective Action Plan (CAP). If the plan has not been fully implemented by the date of the site visit, this item will be included in the non-compliance section of the site visit report.

14. Documents which address the following provisions related to gifted and talented student programming, pursuant to *281—IAC 12.5(12)*

_____ a. Valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population

Evidence:
- Describe the identification criteria and procedures used for each grade level served by the district
- Provide the number of identified gifted and talented students served in elementary (grades 1-6), junior high (grades 7-8), and high school (grades 9-12)

Guidance:
No single criteria should eliminate the student from participation. Criteria should combine subjective and objective data, including data with direct relevance to program goals, objectives, and activities (see 281—IAC 59.5(5))

_____ b. Goals and performance measures

Evidence:
Provide program-level goals and performance measures.

Guidance:
Program goals are not synonymous with goals for individual identified students activities (see 281—IAC 59.5(1))

_____ c. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs

Evidence:
Documentation describing the gifted and talented program for each grade level.

Guidance:
Qualitatively differentiated means learning activities that are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students greater latitude of inquiry. This may include, but is not limited to a specialized curriculum supplementing the regular curriculum, flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers (see 281—IAC 59.5(2)).

_____ d. Staffing provisions and an in-service design

Evidence:

- A description of how the gifted and talented program is staffed. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/instructional services at all levels
- A description of how the instructional staff is provided information about and skills for individualizing programs for identified gifted and talented learners

Guidance:
G/T in-service could be through stand alone in-services or integrated within districtwide professional development activities. If integrated, evidence should clearly indicate *how* the g/t aspect is intentionally addressed. Information for this item also provides partial evidence for item 17 a.3.

15. Documents which address the following provisions for meeting the needs of at-risk students, pursuant to *281—IAC 12.5(13)*:

_____ a. Valid and systematic procedures and criteria to identify at-risk students throughout the district's school age population

Evidence:

- Describe the identification criteria and procedures used for each grade level served by the district
- Provide the number of identified at-risk students served in elementary (grades 1-6), junior high (grades 7-8), and high school (grades 9-12)

_____ b. Determination of appropriate ongoing educational strategies for alternative options education programs provided as required in Iowa Code 280.19A

Guidance:
281—IAC 12.2 defines "alternative options education programs" as alternative programs or schools as identified in Iowa Code 280.19A. Programs resulting from district implementation of the Instructional Decision Making (IDM) process (with fidelity) meet the "alternative options" requirement. Information regarding IDM is available at http://www.iowa.gov/educate/content/view/801/916/

A document entitled "Guidelines for Serving At-Risk Students" is available for download from the DE website at the following link: http://www.iowa.gov/educate/content/view/418/721/. This document contains information regarding how districts could address the requirements contained within 281—IAC 12.5(13). In addition, the National Dropout Prevention Center has identified effective strategies for dropout prevention (http://www.dropoutprevention.org/effstrat/default.htm).

16. Curriculum documents and materials including:

_____ a. Benchmarks for at least reading, mathematics, and science that apply to the grade levels served by the district *281—IAC 12.8(1)(c)(2)*

_____ b. Evidence that the following are incorporated into the educational program pursuant to *281—IAC 12.8(1)(c)(2)*

_____ 1. Global education *281—IAC 12.5(11)*

_____ 2. Career education *281—IAC 12.5(7)*

_____ 3. Multicultural/gender fair approaches *281—IAC 12.5(8)*

Evidence:
Evidence for this item might include the coding system used to identify the three required areas within the district's curriculum documents, detailed curriculum maps, a written explanation of how these concepts are integrated into instruction, sample unit or lesson plans, and/or a document indicating how these three areas are considerations for all curriculum development work and are included as a part of all district education programs.

17. Documentation regarding implementation of the District Professional Development Plan

Preparation/Evidence:
The items for this section will be reviewed to ensure connection between current practice and the content approved in the district's CSIP. If the professional development plan has changed since the district's CSIP was last approved, the district is asked to provide the rationale for this decision.

Documentation for items 17a-17c could include district, attendance center, and individual professional development plans, action plans, meeting agendas/minutes, professional development calendars, and implementation logs/data summaries. One document could provide evidence for several requirements.

General Guidance:
A document entitled "Workbook for Describing the District Career Development Plan" is available for download from the DE website at http://www.iowa.gov/educate/content/view/296/901/. This document includes information for each of the requirements listed below.

_____ a. To meet the professional development needs of all staff, professional development activities:

____ 1. align with district goals, *281—IAC 12.7(1)(a), 281—IAC 83.6(2)(a)(1)*

____ 2. are based on student and other needs data (i.e., student and teacher information), *281—IAC 12.7(1)(a), 281—IAC 83.6(2)(a)(1)*

____ 3. prepare employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program, *281—IAC 12.7(1)(a)*

Evidence:
A description of how these areas are addressed within the district's professional development program.

Guidance:
This requirement can be met through stand alone inservices or integrated within districtwide professional development activities. If integrated, evidence should clearly indicate *how* these aspects are intentionally addressed.

____ 4. adhere to the professional development standards in 281—IAC 83.6(2)(b), which include the following: *281—IAC 12.7(1)(a)*

____ a. alignment with the Iowa teaching standards and criteria;

____ b. deliver research-based strategies;

____ c. deliver training and learning opportunities 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;

Evidence:
Provide a narrative description and/or other documentation that describes how professional development has been delivered within the district, including opportunities for teachers to demonstrate new skills and for collaborative (i.e., peer coaching) meetings.

____ d. an evaluation component that documents the improvement in instructional practice and the effect on student learning; and

Evidence:
Provide a list of formative and summative data sources used to evaluate the district's professional development.

Guidance:
Formative evaluation is periodic measurement of progress toward the PD target. For example, if a district's PD target is the improvement of reading comprehension, formative measures will periodically examine students' reading comprehension.

Summative evaluation is primarily the task of the district. Summative measures are used to report annual progress and to judge the efficacy of the district's educational programs

_____ e. support professional development needs of district licensed staff responsible for instruction

Evidence:
Identify the target audience for the professional development, including a description of how administrators will be involved.

Guidance:
There is no requirement for all staff to receive the same professional development (e.g., elementary staff may be involved in a different area of focus than the secondary staff). There should be a clear connection between the PD content offered and the student learning goals stated within the CSIP.

_____ b. Attendance center professional development plans are in place that address:
- _____ a. the needs of the teachers in that center;
- _____ b. the Iowa teaching standards;
- _____ c. the district professional development plan; and
- _____ d. the student achievement goals of the attendance center and the school district as set forth in the CSIP. *281—IAC 12.7(1)(b)*

Evidence:
A copy of the professional development plan for each attendance center (building) should be provided.

Guidance:
A document entitled "Building Level Professional Development Plan Workbook" is available from the DE website at http://www.iowa.gov/educate/content/view/296/901/

_____ c. Individual teacher professional development plans (for those other than beginning teachers) are in place that meet the expectations in 281—IAC 83.6(1). *281—IAC 12.7(1)(c)*
- _____ 1. based on relevant Iowa teaching standards that support the student achievement goals of the attendance center and district,
- _____ 2. based on the needs of the teacher,
- _____ 3. goals go beyond those required under the attendance center plan
- _____ 4. are developed by the teacher in collaboration with the teacher's evaluator
- _____ 5. an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the plan

Evidence:
This item can be verified during the staff file review (see item #20) assuming individual professional development plans are kept on file in that location. If copies are not kept within employee personnel files, please provide information to the team leader on who to contact for access.

Guidance:
A listing of all staff indicating when each individual's plan was completed would also be helpful. Model individual PD plans are available for download at http://www.iowa.gov/educate/content/view/296/901/1/1/.

18. Documentation regarding the School Improvement Advisory Committee (SIAC) provides evidence of the following:

_____ a. A board appointed SIAC exists. *281—IAC 12.8(1)(a)(2)*

Evidence:
Board minutes showing appointment of the SIAC should be provided.

Guidance:
Chapter 12 does not require the SIAC to be appointed annually; however, each time membership changes (including student representative), board action is required.

Note: Meetings of the SIAC fall within Open Meetings requirements.

_____ b. Membership includes students, parents, teachers, administrators, and representatives from the local community. To the extent possible, committee membership has balanced representation of the following: race, gender, national origin, and disability. *281—IAC 12.2; Iowa Code 280.12*

Evidence:
A list of SIAC members indicating the required membership representation should be provided.

Guidance:
"To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability." There is not the strict requirement of "half and half" for even-numbered SIACs or "half plus one" for odd-numbered SIACs. *However*, a gender imbalance greater than half plus one or two may not meet the standard of "to the extent possible." Local boards would be well-advised to continue to pay close attention to gender balancing of the SIAC. The district is also advised to maintain documentation of its efforts to seek membership representation with regard to race, national origin, and disability.

If the school district uses the SIAC for other mandated committees (i.e., CTE advisory), the required representation for these committees must also be indicated on the SIAC roster.

_____ c. At least annually, the SIAC makes recommendations to the board with regard to progress achieved with annual improvement goals for the state indicators that address reading, mathematics, and science, progress achieved with other locally determined indicators, and annual improvement goals for the state indicators that address reading, mathematics, and science. *281—IAC 12.8(1)(a)(3)*

Evidence:
Presentation of SIAC recommendations to the board should be reflected on board agenda(s) and/or within meeting minutes. Provide a copy of the most recent recommendations addressing the required content that has been presented to the Board. Providing evidence from multiple years is encouraged as it would help assure recommendations are made annually.

Legislation passed in 2007 also requires the SIAC to analyze needs assessment data and make recommendations to the board regarding harassment or bullying prevention goals, programs, training, and other initiatives (see 281—IAC 12.8(1)(a)(2)). Provide a summary of information reviewed by the SIAC and/or recommendations made to the board regarding this area.

Financial Management Controls

19. Budgets, including a list of expenditures, for the following designated funds:
    - _____ a. Gifted and talented program. *281—IAC 12.5(12)*
    - _____ b. At-Risk program. *281—IAC 12.5(13)*
    - _____ c. Early Intervention/Class Size Reduction. *281—IAC 12.5(18)*
    - _____ d. Professional development, including resources provided for implementing District, Attendance Center, and Individual Professional Development Plans. *281—IAC 12.7(1)(d) and 281—IAC 83.6(2)(f)*

Guidance:
Expenditures must be directly related to implementation of the program (e.g., staff salary and instructional materials) as specific state funds are provided for these programs areas.

Additional Reference Documents for Site Visit Team

- Building-level school improvement plans, if applicable
- Examples/copies of data reviewed by the SIAC in recommending needs, student learning goals, long-term goals, and annual improvement goals
- Student achievement data for areas in addition to reading, mathematics, and science, if available
- Trendline data from district-wide assessments other than Iowa Tests
- ACT trendline data, if available
- District curriculum materials, including content standards, benchmarks, grade level indicators, and curriculum maps for all available curricular areas
- High school course handbook/registration guide
- Staff, parent, and student handbooks

Information or Documents Accessible Only to the Site Visit Team Leader

20 Personnel files for all staff members *281—IAC 12.4(11)*

_____ a. Personnel files for all instructional professional staff (including substitutes) contain original or copies of licenses

Evidence:
A copy of each individual's current license must be included within their personnel file. A random sample of instructional staff personnel files will be reviewed. This requirement applies to full and part-time staff.

Guidance:
Districts are reminded to review Chapter 25 of section 282 of Iowa Administrative Code (Code of Professional Conduct and Ethics), available at http://www.legis.state.ia.us/Rules/Current/iac/282iac/28225/28225.pdf. 282—IAC 25.3(6) includes several items related to assignment of and/or acceptance of assignments outside a practitioner's area(s) of licensure.

_____ b. Personnel files for all non-instructional professional staff, as defined in 281—IAC 12.4(2), contain legal license/certificate or statement of professional recognition

Evidence:
Licenses for school nurses, bus drivers (if the district provides its own transportation), paraeducators assigned to work in Title I classrooms or Title I school-wide programs, educational sign language interpreters/translators, and coaching certificates for non-teaching coaches should be on file. A random sample of non-instructional professional staff personnel files will be reviewed. This requirement applies to full and part-time staff.

21 _____ Employee health files contain evidence that at the beginning of employment each employee files a certificate of fitness in the form of a written physical examination conducted by appropriately licensed medical personnel *281—IAC 12.4(14)*

Evidence:
A copy of a completed physical for each employee should be on file. A random sample of staff personnel files will be reviewed.

Guidance:
It may be difficult to determine if evidence of a written physical examination was in place "at the beginning of employment" as some of the original documentation may have been culled from the file (past guidance required that physicals be updated at three-year intervals). As long as the file contains a completed physical, the requirement has been met. Health files may or may not be in the same area as the other personnel files. It is not uncommon for these files to be held by the school nurse or in a separate file in the district's central office.

"Employee" means any person who receives a W-2 from the district. This includes, but is not limited to, teachers, custodians, bus drivers, food service workers, secretaries, non-teaching coaches, and substitutes (both for teachers and non-certified staff).

22. _____ The system of maintaining student permanent records provides evidence of attendance and educational progress. *281—IAC 12.3(4)*
    _____ a. Student permanent records are stored in a fire-resistant safe/vault or maintained and stored electronically with a secure backup file. *281—IAC 12.3(4)*

Evidence:
Attendance and educational progress information should reflect the date the student entered the district and the date the student left as a result of graduation, dropping out, and/or moving. Record of educational progress (i.e., grades) should be evident from the date the student entered through the date they exited the district.

Guidance:
The district is required to adopt a policy regarding accessibility and confidentiality of student records in compliance with FERPA (34 CFR §99) (see item 3a). It is the school's responsibility to ensure this policy is publicized and enforced.

23. _____ The system of maintaining student cumulative records provides a continuous and current record of significant information on student progress and growth. *281—IAC 12.3(4)*
    _____ a. Student records include a core curriculum plan. *Iowa Code 279.61*

Evidence:
Continuous and current student records should be evident for each student currently enrolled in the district. Beginning with the 2007-08 school year, student core curriculum plans are required for each student enrolled in grade eight. These plans are to be included in the student's cumulative records. At a minimum, these plans should be in place within the cumulative records for current ninth grade students.

Guidance:
"Continuous and current record" implies information in the files (e.g., grades) should be included from the time the student entered the district (and prior information as applicable). With the exception of core curriculum plans, a check of student files at the highest level served by the district (e.g., high school) usually provides sufficient evidence of maintenance of cumulative files at other levels.

Iowa Code 279.61 states, "For the school year beginning July 1, 2007, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop for the student a core curriculum plan to guide the student toward the goal of successfully completing, at a minimum, the voluntary model core curriculum (**note: this is now the mandated Iowa Core Curriculum**) developed by the state board of education pursuant to section 256.7, subsection 26, by the time the student graduates from high school. The plan shall include career options and shall identify the coursework needed in grades nine through twelve to support the student's postsecondary education and career options. The student's parent or guardian shall sign the core curriculum plan developed with the student and the signed plan shall be included in the student's cumulative records.

Documentation for Requirements Outside of Chapter 12

Documents Pertaining to the Education of Homeless Children and Youth

24. _____ Local policy regarding education of homeless children and youth. *281—IAC 33.3*

Guidance:
The board shall examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youth. This includes prohibiting the segregation of a homeless child or youth from other students enrolled in the district.

IASB Sample Policy: 501.16 (last updated 6/24/05)

25. _____ Post, at community shelters and other locations in the district where services or assistance is provided to the homeless, information regarding the educational rights of homeless children and youth and encouraging homeless children and youth to enroll in the public school. *281—IAC 33.3(2)*

Evidence:
A copy of the posting and list of locations where they have been placed within the community should be provided

Guidance:
The format of the posting is a local decision. Sample postings can be downloaded from the DE website at http://www.iowa.gov/educate/content/view/422/654/1/9/ (included within the Documents/Major Studies section)

26. _____ Locate and Identify of homeless children or youth within the district, whether or not they are enrolled in school *281—IAC 33.3(1)*

_____ a Evidence the definition of "homeless" is communicated in staff, parent, and student documents (e.g., newsletters and handbooks)

Guidance:
Chapter 33 of Iowa Administrative Code defines "Homeless child or youth" as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above.

The district shall designate an appropriate staff person to serve as the district's liaison for homeless children and youth to carry out the duties specified in 281—IAC 33.3(7).

Documents Pertaining to Career and Technical (Vocational) Education

27. _____ Evidence that required Career and Technical Education student data (e.g., Perkins report) have been reported for **all** vocational programs, as required by federal legislation *PL109-270, Title I, Sec. 113(b)(2)(A)*

Evidence:
Verification the district provided CTE student data for each program offered within each of the service areas it listed in 9i. This could be a summary (or copy) of the most recent Perkins information submitted by the district to the DE.

Guidance:
A district might have multiple programs within a single service area. For example, automotive mechanics and carpentry programs could be included within the Industrial Technology service area. When this is the case, the district is to provide performance data for each program offered.

Documents Pertaining to English Language Learners

28. _____ Documentation of identification procedures, program placement options, and exit criteria for limited English proficient students. *281—IAC 60.3*

Evidence:
Provide a copy of the district's ELL plan

Guidance:
This requirement applies regardless of whether the district's student population includes limited English proficient students. Reference documents regarding education of English language learners are available at http://www.iowa.gov/educate/content/view/683/657/

Documents Pertaining to Equity

These items will be reviewed for all districts receiving site visits, not just those with focused equity visits.

29. _____ Policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity. *Title IX 34CFR 106.9 Section 504 34 CFR 104.8 and Iowa Code 216.6*

Guidance:
IASB Sample Policies: 102, 302.1, 303.2, 401.1, 405.2, 411.2, 500, 600, 603.4 (all last updated, 6/8/07)

30. _____ Non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:
The district's non-discrimination notification must reflect changes required by 2007 legislation (i.e., 216.6).

31. _____ Nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters *Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:
The district's non-discrimination notification must reflect changes required by 2007 legislation (see item #1b).

32. _____ Plan that addresses equal employment opportunity and affirmative action in employment. *Iowa Code 19B.11, 281—IAC Chapter 95*

Guidance:
A document containing a summary of EEO/AA requirements is available for download from the DE website at http://www.iowa.gov/educate/content/view/485/531/.

33. _____ Initial student registration form *Title VI Civil Rights Act and IAC 281-60*

Guidance:
Initial student registration materials should include identification of the student's primary home language. This also ties to ELL requirements (see item #28).

Documents Pertaining to Title IID (if applicable to the district)

34. _____ A description of how the district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration. *Title IID, NCLBA Sec. 2414(b)(7)*

Evidence:
Evidence could include the district's technology plan or other documentation addressing the required content.

35. _____ The locally adopted definition of technological literacy. *Title IID, NCLBA Sec. 2414(b)(1)*

Guidance:
There are no specific requirements regarding the district definition of technological literacy; this is a local decision.

36 _____ The assessment method to measure students' technological literacy by the end of 8th grade. *Title IID, NCLBA Sec. 2402(b)(2)(A)*

Evidence:
Provide a description or copy of the assessment method used by the district to measure students' technological literacy. The information provided must indicate how proficiency is determined (e g , cut point or percentage correct).

Guidance:
There are no specific requirements regarding the content of the district's assessment; this is locally determined. Results of the student assessment are reported annually via Spring BEDS

Documents Pertaining to Title IV-A (if applicable to the district)

Information regarding Title IV-A is available at http://www.iowa.gov/educate/content/view/680/554/.

37 _____ A crisis management plan and security procedures for the time when students are at school and on their way to and from school. *Title IV-A, NCLBA Sec. 4114(d)(7)(B)* and *Title IV-A, NCLBA Sec. 4114(d)(7)(D)*

Evidence:
A copy of the district's crisis plan and procedures should be provided.

Guidance:
It is not uncommon to have difficulty finding security procedures for the time when students are on their way to school. Suggestions for areas that could be covered include:

- Coordination with local police to ensure that there are safe walking routes to and from school (information shared with students and parents)
- Emergency bus evacuation procedures and drills and procedures in the event of a bus accident
- Emergency communication procedures between bus drivers and central office
- Bicycle and traffic safety instruction

38 _____ A code of conduct policy for all students that clearly delineates the responsibilities of students, teachers, and administrators in maintaining a safe, drug-free school environment. *Title IV-A, NCLBA Sec. 4114(d)(7)(E)*

Guidance:
IASB Sample Policies: 502.7 (last updated, 8/30/91), 503.1(last updated, 10/10/02), 503.4 (last updated, 1/22/01), 905 2 (Tobacco Free Environment- last updated, 7/28/08)

The conduct policy must apply to all students. The district's Good Conduct Policy by itself is not sufficient to fully meet this requirement as it would only apply to students who are involved in extra-curricular activities.

39 _____ Evidence of the mechanisms the district uses to publicly report progress toward attaining its performance measures for its Safe and Drug Free Schools prevention programming. *Title IV-A, NCLBA Sec. 4114(d)(2)(C)*

Guidance:
No specific mechanism is identified within the law; this is a local decision. Common methods include the district website, newsletters, newspaper articles, and Annual Progress Report (APR).

40. _____ Evidence of consultation for planning and implementation of SDFSC activities/programs with teachers and other staff, parents, students, community-based organizations, local government, and others with demonstrated experience and expertise in drug and violence prevention (e.g., medical, mental health, law enforcement personnel). *Title IV-A, NCLBA Sec. 4114(c)*

Evidence:
Evidence might include agendas and meeting minutes from planning meetings and a list of cooperatively planned and conducted activities.

Documents Pertaining to Title V (if applicable to the district)

Information regarding Title V is available at http://www.iowa.gov/educate/content/view/627/555/

41. _____ A copy of the district's 2006-07 or 2007-08 Title V End of Year Report, as applicable

Guidance:
The 2007-08 End of Year report is due February 13, 2009

42. _____ A copy of the district's 2008-09 Title V budget (due October 13, 2008)

Documents Pertaining to Unsafe School Choice Option

(Applicable only if the district has multiple attendance centers at the elementary, middle school, and/or high school levels and a center identified as "persistently" dangerous and/or individual student victims of a violent criminal offense while in or on school grounds)

43. _____ A public elementary or secondary district with multiple attendance centers provides notice of the school transfer option that a student attending a persistently dangerous school *or* who becomes a victim of a violent criminal offense while in or on the school grounds that the student attends, be allowed to attend a safe school within the district. In addition, the documentation shows verification that the victims' parents were notified and whether a transfer was offered, accepted, and completed. *NCLB Part E, Sec. 9532 and Unsafe School Choice Option 281—IAC Chapter 11*

Evidence:
Provide a copy of the notification used to inform parents of the school transfer option, the date of the notification, and the actions taken by the parent(s).

Guidance:
281—IAC 11.3(1) provides guidelines for determining a persistently dangerous school ("Whole school option"). The Iowa Department of Education, based on district-reported data, provides notification regarding this classification.

281—IAC 11.4 provides guidelines for individual student situations ("Individual student option"). For purposes of this rule, a victim of a violent criminal offense is a student who is physically injured or threatened with physical injury as a result of the commission of one or more of the following crimes against the student while the student is in the school building or on the grounds of the attendance center.

1. A forcible felony as defined in Iowa Code chapter 702.11 (this includes felonious child endangerment, assault, murder, sexual abuse, kidnapping, robbery, arson in the first degree, or burglary in the first degree);
2. Offenses, excluding simple misdemeanors, involving physical assault under Iowa Code chapter 708;
3. Offenses, excluding simple misdemeanors, involving sexual assault under Iowa Code chapter 709;
4. Extortion under Iowa Code section 711.4.

Within ten calendar days following the date of the request, a local school district shall offer an opportunity to transfer to the parent/guardian of a student who meets the definition of a victim of a violent crime.

A letter regarding procedures for meeting the Unsafe School Choice requirements was issued to superintendents by the Department in May 2006. This letter is available for download from the DE website at http://www.iowa.gov/educate/component/option,com_docman/task,doc_view/gid,3110/Itemid,87/. A sample notification form is also available from the DE website at http://www.iowa.gov/educate/component/option,com_docman/task,doc_view/gid,3111/Itemid,87/.

Documents Pertaining to USDA Child Nutrition Programs

The *2004 Reauthorization of the USDA Child Nutrition Programs* requires establishment of a wellness policy for schools under the local educational agency that contains the following requirements.

Evidence:
Provide a copy of the district's wellness policy with indication of where the following required components are addressed.

Guidance:
IASB Sample Policy: 507.9 (last updated, 10/17/05)

Wellness policy support materials and resources are available at http://www.iowa.gov/educate/content/view/499/867/

44. _____ Parents, students, representatives of the school food authority, the school board, school administrators, and the public were involved in the development of the school wellness policy.

Guidance:
A list of those involved in development of the policy that indicates the required representation should be provided by the district. If this evidence was not collected when district's policy was developed, the district should provide a plan on how it will encourage ongoing involvement of these groups with implementation of the wellness plan.

45. _____ The board has adopted a wellness policy prior to the start of the first day of the school year beginning after June 30, 2006, and includes goals for:
_____ 1. nutrition education
_____ 2. physical activity
_____ 3. other school-based activities

Guidance:
The local educational agency determines what goals are appropriate to promote student wellness.

46. _____ The wellness policy includes guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.

47. _____ Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of the section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

Evidence:
Provide a copy of the reimbursable school meals guidelines used by the district.

48. _____ The wellness policy establishes a plan for measuring implementation of the policy.

49. _____ The wellness policy includes designation of one or more person(s) within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy.

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.