

PUBLIC, NONPUBLIC AND AEA
REFERENCE MATERIAL FOR COMPLETING THE FALL
BASIC EDUCATIONAL DATA SURVEY (BEDS)

2014-2015 SCHOOL YEAR

**FALL BASIC EDUCATIONAL DATA SURVEY
REFERENCE**

Iowa Department of Education
Bureau of Planning, Research, Development, and Evaluation
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Introduction

This document contains instructions for all data collected in the Fall BEDS forms from the Public and Nonpublic schools and AEAs. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide curriculum data via BEDS). When you have a question, refer to the instructions for that particular form.

BE SURE TO KEEP A COPY OF THE BEDS REPORT FOR YOUR FILES!

Public School District/Nonpublic System/Area Education Agency Data

Information in this section describes the district/system as a whole and should be completed at the central administrative offices.

Professional Development:

Public Districts and AEAs

Purpose:

Professional Development data is collected for state teacher quality reporting under IAC (Iowa Administrative Code) 281-83.6(284) and Iowa Code 284.6.

Guidance:

Do not include items such as mandatory trainings, parent-teacher conference days, teachers preparing in their classrooms, staff orientations, or time spent preparing grades, report cards, lesson plans etc.

If your committee hasn't decided how to spend the allocation before Fall BEDS due date, report your best estimate, or enter the amount in 'Other' and let us know the committee hasn't decided how to spend the funds by entering a comment in the comment box.

Definitions:

High Quality Professional Development is defined as activities that target improvements in student learning and achievement. Professional Development priorities must address the Iowa Teaching Standards; career development needs of teachers (District, Attendance Center, and Individual Teacher Career Development Plans); research-based instructional strategies and alignment with the Comprehensive School Improvement Plan student achievement goals. Professional Development should include analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching. The intent of quality professional development is the improvement in instructional practice to affect student learning. Well

designed professional development involves teachers in collective learning around district and building priorities and includes collaborative learning opportunities.

Building Level Forms:

The information in this section describes the building level reports and should be completed by the person responsible for the particular information being requested.

Class Size:

Public Districts

Purpose:

Class size data is collected as part of a continuing effort initiated by the Iowa Early Intervention Block Grant Program (House File 743) in 1999. Iowa's class size reduction goal was established in Iowa Code Chapter 256D.

Guidance:

The Class Size Survey collects information on classroom sections for grades K through 3. This form will only appear for buildings which serve grades K-3. The count date is October 1. This form is pre-populated with information provided from the previous school year. The number of students, teachers and aides has been zeroed out and must be completed for each section.

Report regular grade classrooms or "home rooms" in kindergarten through grade three.

Do **NOT** include special education, Title I or other "pull-out" classrooms. Do **NOT** count teachers such as art, music or physical education teachers in the number of teachers. These figures should reflect the self-contained or "home room" teacher(s) only.

Do **NOT** count special education teachers or special education instructional aides.

For each classroom, enter the number of students, teachers and aides. For combination classrooms (serving more than one grade level) enter the "Other Grade Description" and add a comment describing the grades served in the classroom.

Each added section must have at least one student and the teacher FTE cannot be zero or blank. Do **NOT** combine classrooms or sections for a grade level! If you have 2 sections of a grade, complete 1 row for **EACH** classroom in that grade level.

The unique identifier may be used to reflect local classroom identification. This field allows 3 characters, and must be unique for each grade. For example, some districts use teacher initials.

If a classroom combines grades (e.g., grades 1 and 2), select Other (specify) from the grade level drop down list and type the description in the “Other Grade Description” box (e.g., 1-2). Complete only the columns necessary for each K-3 classroom in the building, unused columns do not need to be filled with zeros, but may be left blank. If your district offers **1/2-day kindergarten, please enter a teacher FTE of at least 1.0 for each section.** This gives the department a more accurate accounting of kindergarten class size.

Things to consider:

- ✓ Do **NOT** combine classrooms for each grade. Data on each classroom is required.
- ✓ Do **NOT** include special education, Title 1, or other "pull out" classrooms.
- ✓ Do **NOT** count art, music, P.E. or other “specialty” teachers in the teacher FTE.
- ✓ Do **NOT** count special education teachers or special education aides.

Curriculum:

Non-publics – If you are NOT submitting student level data via Student Reporting in Iowa (SRI)

Purpose: Curriculum data is collected in accordance with Iowa Administrative Code 12.5(5).

Guidance:

General Guidance:

Curriculum data is collected from nonpublic schools serving grades 9-12. The curriculum report will display all courses reported the previous school year with enrollment set to zero. The courses are divided into program areas: language arts, fine arts, foreign language, health, mathematics, physical education, science, social studies, vocational, and other. Selecting an area from the Program Area dropdown list and clicking the Go to Program Area button will pull up the list of courses for that area.

Enter the number of boys and girls enrolled in each course. If a course will not be offered this school year type DEL in the box to the left of the course name. Click Update to save the changes.

To change NCES coding for a listed course, click Edit next to that course. A screen showing all course information will appear.

Once all courses on a page have been updated, click the Update button to save the information. After clicking Update, look for the update successful message. A page may be updated at any time to save changes! To move to a different subject area, select appropriately from the Program Area drop-down menu and click Go To Subject Area. Be sure to update all program areas! The certification page will not show this form as complete until each course either show male and/or female enrollment, or the course has been deleted. If your district falls short of units in any accreditation area, a warning in blue will appear. This warning will appear until the minimum number of courses, with enrollment, is added to the file.

To add a new course, click Add and a form will appear.

Complete all of the information and click Update to add the course. If you decide not to save this course, click Abandon Add and you will return to the first curriculum page.

You may click the List Courses in Subject Area button for a listing of all courses in all program areas. This feature will facilitate printing a copy for your records.

Definitions and examples of NCES course coding are found in [Chapter 7](#) of the Help

System. The NCES course code system is available on the web at <http://www.iowa.gov/educate/content/view/44/907/1/3/.html>

A unit of credit is equivalent to a 1 period class being taught all year. For specific information regarding high school accreditation, contact your School Improvement Consultant.

Course Enrollment: This final entry for each course will reflect the actual or anticipated enrollment this school year. Be sure to sum enrollments for multiple offerings or sections of the same course. Report the number of males and females in each course in the spaces provided.

For year long courses offered and taught at the secondary level, enrollment is to be reported for the first semester and estimated in the second semester. Include only those courses for which credit is awarded.

For the first semester courses, the enrollment for a 1-unit course is the course enrollment as of the October 1.

To estimate the total enrollment for a course to be offered in subsequent semesters that is part of a sequence of courses (e.g., Computer I and Computer II), use the number of students enrolled in the initial course of the sequence.

Provide the best estimate for enrollment in elective courses offered in semesters later in the school year.

Definitions of NCES course code components.

The following information refers to the NCES Course Code Manual. Copies of this manual were sent to each building administrator in the state. If you need a copy of this document, it is available at <http://www.iowa.gov/educate/content/view/44/907/1/3/>

Course Title: The course title or name is selected from the NCES Classification Manual. It should appear exactly as written in the manual.

Subject Area Code: This code refers to the 29 subject areas provided by NCES. This number is always the first two of four digits associated with each course (i.e. 2041 Algebra II, subject code = 20 Mathematics)

Course Title Code: This code refers to the course title within each of the 29 subject areas. This is always the last two of four digits associated with each course (i.e. 2041 Algebra II, course title= 41 Algebra II)

Level: Level refers to the 10 NCES level codes. Each level indicates whether each course is targeted at a specific population of students (i.e. Level 5= Honors courses).

Units: In completing the BEDS curriculum report, the terms, unit and credit are used

synonymously. The Iowa Administrative Code refers to units, and the manual refers to credits. In essence, Carnegie units are to be reported. They will indicate the amount of credit given to students upon successful completion of a course.

According to the Iowa Administrative Code 12.5(18), one unit of credit is given for a course which is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in subrule 12.1(6) of the Iowa Administrative Code. A fractional unit shall be calculated in a manner consistent with this standard. This definition will continue to be used for reporting purposes. Page 15 in the NCES manual presents the codes for credits.

Sequence Term and Sequence Year: Sequence term and sequence year (two separate entries on the form) are designed to describe whether the courses offered by the school are sequential and, if so, to indicate the nature of the sequence. Codes for sequence term can be found on page 17 of the NCES manual, and codes for sequence year can be found on page 18.

Based on the assumption that courses meet for one period per day, five days per week for the duration of the school year, courses that meet all year can be reported either as semester, trimester, or yearlong courses. Semester courses would require two entries each reflecting a .50 unit value, trimester courses would require three entries each reflecting a .33 unit value, and year-long courses would require one entry reflecting a 1.00 unit value.

Sequence Term, Sequence Year and Units Guidelines

The following general rules regarding sequence term, sequence year and accompanying units are intended to serve as guidelines for coding:

Sequence Term Coding

1. Courses that are NOT part of a multi-term sequence of courses are coded 0 (zero) for sequence term and zero for sequence year.

Examples:

Iowa History (semester course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	26	4	.50	0	0	1	2	2

Geometry (Year-long Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
20	34	4	1.00	0	0	1	3	0

2. Courses that ARE part of a multi-term sequence of courses are coded 1 and 2 for schools that are on a semester plan, and 1, 2, and 3 for schools operating on a trimester.

Examples:

Auto Mechanics- Diagnosis and Repair (Trimester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
9	12	4	.33	1	0	2	4	7

Auto Mechanics- Electrical/Electronics (Trimester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
9	12	4	.33	2	0	2	4	7

Auto Mechanics-transmissions (Trimester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
9	12	4	.33	3	0	2	4	7

Sequence Year Coding

1. Courses that are NOT part of a multi-year sequence of courses are coded 0 (zero) for sequence year.

Examples:

Iowa History (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	26	4	.50	0	0	1	2	2

Geometry (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
20	34	4	1.00	0	0	1	3	0

2. Courses that ARE part of a multi-year sequence are coded 1 for the first year, 2 for the second year, etc.

Examples:

French I (Year-long course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
12	05	4	1.00	0	1	1	0	1

French II (Year-long Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
12	05	4	1.00	0	2	1	0	1

US History I (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	21	4	.50	1	1	1	3	1
27	21	4	.50	2	1	1	3	1

US History II (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	21	4	.50	1	2	1	3	1
27	21	4	.50	2	2	1	3	1

Subject Fields:

The subject fields are designed to further describe distinctions among courses that fit a single classification description or to convey pertinent information that was not included in the basic course descriptions. The following information is provided in the subject fields:

- ✓ Information regarding the intended experiences available to students enrolled in the course
- ✓ Main emphasis of the course
- ✓ Type of credit received upon successful completion
- ✓ Detail regarding course content

It is important to note that the three subject fields for all vocational courses are identically defined and coded. They are Occupational Program, Applied Experience, and Academic Integration.

The codes for the vocational subject fields can also be found at the beginning of each vocational subject area section of the manual as well as on page 20 for Occupational Program, page 22 for Applied Experience, and on page 23 for Academic Integration.

The subject field codes for each of the non-vocational subject areas can be found in each subject area section of the manual.

Accreditation Program Area:

This entry will allow the district to indicate in which of the nine accreditation content areas required by Iowa law a course is to be counted. The codes for these nine content areas are:

- 1 - Language Arts
- 2 - Fine Arts
- 3 - Foreign Language
- 4 - Health
- 5 - Mathematics
- 6 - Physical Education
- 7 - Science
- 8 - Social Studies
- 9 - Vocational
- 0 - Other

Example:

Journalism is included in the new coding system as a Communication and Audio/Visual Technology course (See page 153 of the NCES manual). Communication and Audio/Visual Technology is not one of the nine required accreditation content areas. If a

district or school considers Journalism as an English/ Language Arts course, the accreditation code would be 1.

Iowa Administrative Code 281-12.5(5)

12.5 (5) *High school program, grades 9-12.* In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule **12.5** (14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5 (5)"c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5 (5)"i." Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

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

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

b. Social studies (five units). Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students' knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition of graduation, complete a

minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.

c. Mathematics (six units). Mathematics instruction shall include:

(1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included for each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

(2) Two additional units shall be taught. These additional units may include mathematical content as identified in, but not limited to, paragraphs 12.5 (3)"c," 12.5 (4)"c," and 12.5 (5)"c"(1). These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

d. Science (five units). Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

e. Health (one unit). Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.

f. Physical education (one unit). Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

(1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student's absence from the school premises during the school day.

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

(3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement.

A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

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

g. Fine arts (three units). Fine arts instruction shall include at least two of the following:

(1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.

(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.

(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

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

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

i. Vocational education-school districts (three units each in at least four of the six service areas). A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281-subrule 46.7(10), paragraph "g."

(1) A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):

(2) "Agricultural education programs" prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.

(3) "Business and office education programs" prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.

(4) "Health occupations education programs" prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services,

treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.

(5) "Home economics education programs" encompass two categories of instructional programs:

1. "Consumer and family science" programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.

2. "Home economics occupations programs" prepare individuals for paid employment in such home economics-related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.

(6) "Industrial education programs" encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

(7) "Marketing education programs" prepare individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.

(8) "Sequential unit" applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule **12.5** (18).

(9) "Competency" is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.

(10) "Minimum competency lists" contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies

learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in 281-subrule 46.7(2) to develop local competencies.

(11) "Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

"Field training" is an applied learning experience in a nonclassroom environment under the supervision of an instructor.

"Lab training" is experimentation, practice or simulation by students under the supervision of an instructor.

"On-the-job training" is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

(12) "Coring" is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.

(13) "Articulation" is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit.

(14) "Multioccupational courses" combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.

j. Vocational education/nonpublic schools (five units). A nonpublic school which provides an educational program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.

Immigrants:

Non-publics – If you are NOT submitting student level data via Student Reporting in Iowa (SRI)

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

The Immigrant form collects data on students born outside the United States.

Questions regarding Immigrant Students:

1. What is an immigrant child or youth?

For purpose of Title III an immigrant child or youth:

- ✓ was born outside of the United States (the 50 states, including Puerto Rico and the District of Columbia),
- ✓ is between the ages of 3-21, and
- ✓ has not been attending schools in the States for more than 3 full academic years.

2. Should students be asked if they are immigrants?

No, students should not be asked if they are immigrants. This information should come from your registration information or the Home Language Survey. It is not appropriate to ask the students this question.

3. How could you find out if a student is an immigrant or not?

Find the student's place of birth. If the student was not born in the States (including Puerto Rico and the District of Columbia) then the student could be an immigrant.

4. Does the immigrant student have to be limited English proficient or English language learner?

No, immigrant identification does not have anything to do with English language proficiency. It is an issue of place of birth, age, and time enrolled in school.

Examples:

The following are some examples of students that qualify as immigrants as long as they are between the required ages and years in school in the States.

- ✓ a child or youth born in England (first language is English),
- ✓ a child or youth whose parents are US citizens, he/she speaks English but was born in Italy (or any other county), and
- ✓ a child or youth who was adopted from another county.

The following students are not immigrants:

- ✓ a child born on U.S. military bases,
- ✓ a foreign exchange students, and
- ✓ a student who has attended school in the U.S. for more than three full academic years.

LEP Student Count:

Non-publics – If you are NOT submitting student level data via Student Reporting in Iowa (SRI)

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

English Language Learner/Limited English Proficient (ELL/LEP) refers to a student who has a native language other than English and whose proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

This count should be taken on October 1. For each ELL/LEP language represented in your school, select the language and enter a count of LEP students by grade.

- ✓ Be sure that students with a native language of English are not included.

Once a by-grade count for all ELL/LEP home languages has been entered, please enter the total of the number of students receiving instruction in their native language.

- ✓ If there are no English Language Learner/Limited English Proficient students, please check the No LEP Student box.

New LEP Student Identification:

Non-publics – If you are NOT submitting student level data via Student Reporting in Iowa (SRI)

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

Limited English Proficient (LEP): A student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Language Proficiency Placement Test: Report the number of new LEP students by grade level based on the Tennessee English Language Proficiency Assessment (TELPA) during the first 30 days of the current school year.

Language Proficiency Level: The number of new LEP students by their Language Proficiency Level (i.e. Non-English Proficient, Limited Proficient or Fluent English Proficient.)

Student Enrollment:

Non-publics – If you are NOT submitting student level data via Student Reporting in Iowa (SRI)

Purpose:

Enrollment data is collected in accordance with Iowa Code 256.9(24) for state reporting purposes.

Guidance:

General Guidance:

This form collects the breakdown of students served by race/ethnicity, gender and grade as of October 1.

Child Care Programs:

Public Districts

Purpose:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through the Early Childhood page will verify and validate early childhood education as one of Iowa's educational priorities.

Guidance:

General Guidance:

Data need to be collected and reported for Infant and Toddler Child Care Program (ages from six weeks to less than three years of age), Preschool Child Care Programs (ages three years to school-age entry) and Before/After School-aged Child Care Programs. Buildings must provide a classroom identifier (i.e. room number or area, teacher's initials) the type of program offered, the operating standards, DHS license number if applicable and the number of participants. These components are common to both Fall and Spring BEDS applications.

Use the “Add” Button to report multiple sections of the same program.

Select the “Update” Button to save all data before moving to another form.

Please be Advised:

Schools providing child-care programs before or after school are required to be either licensed by the Iowa Department of Human Services (DHS) or have an exemption from DHS through accreditation with the Department of Education. Child-care programs include services such as wraparound care that are independent of class time.

It is important to note that even if child-care programs are not being operated by the school but are on school property, they must be reported by the school as part of the BEDS collection process each fall and spring.

Data are to be submitted for Infant and Toddler Child Care, Preschool Child Care and Before and After School programs and must be reported by all public and non-public schools. The “count date” for all programs is October 1st.

Radon in Schools

Purpose:

A nationwide survey of radon levels in schools estimates that nearly one in five has at least one schoolroom with a short-term radon level above the action level of 4 pCi/L (picocuries per liter) – the level at which EPA recommends that schools take action to reduce the level. The amount of radon gas in the air is measured in picocuries per liter of air. EPA recommends that schools take action to reduce the level of radon when levels are 4 pCi/L or higher.

Guidance:

General Guidance:

Each district and accredited nonpublic school is required to notify the Department of Education by December 14, 2014, whether it has a radon testing and mitigation plan or of the expectation to implement such a plan.

Districts are to submit data through the Fall BEDS application identifying the number of tested attendance centers/classrooms, the number of classrooms that tested at or above 4pCi/L for radon and the number of attendance center centers that were mitigated to reduce the radon level below the 4pCi/L level. If a district or accredited non-public school does

not currently have a plan to mitigate radon, a year that the mitigation plan will be implemented will need to be identified.

Operational Function Sharing

Purpose:

The intent of Operational Function Sharing is to provide districts an avenue to share specific staff in a cost efficient and effective manner.

Guidance:

General Guidance:

The opportunity to include shared operational functions for supplementary weighting was and is available up to five years. The original time period was 2007-2008 to 2012-2013. The time period in the updated legislation is 2013-2014 to 2018-2019. While some sharing opportunities existed previously, since this is effectively a new sharing period, all approved sharing opportunities will start over with a fresh five-year period starting in the 2014-2015 budget year.

The shared operational functions that originally qualified for supplementary weighting were:

- Superintendent Management
- Business Management
- Human Resources Management
- Transportation Management
- Operations and Maintenance Management

HF 2271 includes the above, as well as:

- Curriculum Director
- School Counselor

Note: The positions which were included in HF472: (School Administration Manager [SAM], Social Worker, School Nurse, and School Librarian) were not included in the enacted legislation in HF2271.

The original requirement of a 20 percent phase out each year was not included in the new legislation. The original requirement that the sharing partners had to be contiguous was changed to state that districts did not need to be contiguous.

Sharing agreements can occur between any two or more political subdivisions, including school districts, cities, townships, counties, merged areas (community colleges), area education agencies, institutions governed by the State Board of Regents, or any other governmental subdivision.

Districts will request supplementary weighting through the Fall BEDS submission. If districts were sharing under the previous statute, they will receive the last year of funding for those sharing opportunities during the 2013-2014 fiscal year. Any requests for sharing under the new statute were submitted for BEDS counts last fall, and the first funding will be received under the new statute in the 2014-2015 fiscal year.

The original requirement for demonstration of cost savings did not remain in the amended legislation. Districts should continue to be sure to file the Fall BEDS data collection each year by the deadline so that the district or AEA can be eligible for requesting operational function sharing supplementary weighting.

The calculation of the supplementary weighting has changed retroactive to July 1, 2013. The original calculation was 0.02 times the certified enrollment with the resulting FTE being a minimum of 10 and a maximum of 40; and with the AEA being a minimum of \$50,000 and maximum of \$200,000.

The new calculation of the supplemental weighting FTE is now a fixed number for each position shared:

Superintendent Management is eight (8) FTE's
Business management, human Resource Management, Transportation
Management and Operations/Maintenance Management are each five (5) FTE's
Curriculum Director and School Counselor are each three (3) FTE's

The minimum for districts was removed and the maximum was set at 21 FTE'S. The AEA minimum is now \$30,000 and the maximum remains at \$200,000.

The requirement that each district have at least 20 percent of the normal, full-time contract hours for the position has not changed.