

Clarinda Community School District  
Modified Allowable Growth for Dropout  
Prevention (MAG-DoP)



# Overview

Clarinda Community School District  
Modified Allowable Growth for Dropout  
Prevention (MAG-DoP)



Identification  
and  
Funding

#### Four Domains of Risk Factors:

##### ***Individual Domain: Factors Related to Individual Students***

- ☐ **High-risk demographic characteristics** (race/ethnicity, gender, immigration status, limited English proficiency, having limited cognitive abilities, some other type of disability, whether it is physical, emotional, or behavioral-seriously emotionally disturbed or who have learning disabilities are particularly vulnerable to dropping out)
- ☐ **Early adult responsibilities** (becoming a teen parent, taking a job to help family, taking care of siblings, working more than 20 hours a week and enrolled in school)
- ☐ **High-risk attitudes, values, and behaviors** (early antisocial behavior, such as violence, substance use, or trouble with the law, early sexual involve, as has spending no time each week reading for fun, having close friends who are involved in antisocial behavior or who have dropped, low occupational aspirations, having low self-esteem and self-confidence)
- ☐ **Poor school performance** (poor academic performance-tests, grades, failing courses- as early as 1<sup>st</sup> grade continuing throughout elementary school, into middle and high school, being retained/having to repeat a grade, Students with disabilities have been found to have multiple school performance risk factors.)
- ☐ **Disengagement from school** (are alienated and disengaged from school academically, socially, behaviorally, and psychologically) Academic: absenteeism, having trouble catching up was the second, cutting classes, truancy, incomplete homework, and coming to class unprepared. Behavior: acting up in school, particularly if these behaviors result in repeated suspensions/ expulsion, discipline problems, trouble with police). Social: trouble getting along with peers at school or have problems with social skills, lack of involvement in extracurricular activities at school, Psychological: having low educational expectations, uncertain about high school graduation or lacking plans for education beyond high school, trouble getting along with their teachers or just a general dislike of school.)
- ☐ **Education stability** (educational mobility through changing schools, particularly when it means attending multiple schools)

##### ***Family Domain: Factors Related to Family Background and Home Experiences***

- ☐ **Background characteristics** (socioeconomic status (SES)--parental education, income, or occupational level-, youth in non- English-speaking homes, family structure--single-parent, stepparent)
- ☐ **Level of household stress** (substance use, family conflict, family financial or health problems, moving, death, divorce/remarriage)
- ☐ **Family dynamics** (family processes and relationships, quality of early care giving and mother-child relationships, low monitoring of everyday activities, have no curfew on school nights or who have a high degree of regulation)
- ☐ **Attitudes, values, and beliefs about education** (Parents' attitudes, values, and beliefs about education, low parental educational expectations have been found to be linked to higher, if parents also dropped out of school, sibling has dropped out)



- ❑ **Behavior related to education** (parents' actions related to education, rarely talk to their child about school or get involved in school activities, a lack of study aids at home, parent monitoring homework)

#### ***School Domain: Factors Related to School Structure, Environment, and Policies***

- ❑ **School structure** (private schools, large school size for low SES schools--large, primarily urban, low income high schools)
- ❑ **School resources** (high student-teacher ratios, students' perception of teacher as poor quality)
- ❑ **Student body characteristics** (composition of the student body-- high concentrations of low-income or minority students)
- ❑ **Student body performance** (level of performance of the student body as a whole, percentage of low achievers in math)
- ❑ **School environment** (negative school environment or climate, environments with high rates of absenteeism or high rates of misbehavior, a high-risk incoming class, feeling unsafe at school, attends a school with a high level of attendance, violence, and/or safety problems, see school as unfair or have low ratings of teacher support, involuntary withdrawal through academic and discipline policies)
- ❑ **Academic policies and practices** (Standards-based reforms, accountability and high-stakes testing may be increasing attrition between 9th and 10th grade, retention, high school exit tests, raised standards are often put in place without providing the supports, such as tutoring and summer programs, courses being unrelated to work, no real-world learning, better teachers who made classes more interesting, and kept classes smaller with more individualized instruction)
- ❑ **Supervision and discipline policies and practices** (zero tolerance discipline policies that require automatic arrest/suspension/expulsion for substance possession or sales/weapons possessions, pressures to suspend, expel, or transfer students who misbehave or systematically "discharge" or exclude disruptive and misbehaving students from school)

#### ***Community Domain: Factors Related to Communities and Neighborhoods***

- ❑ **Location and type** (higher in urban than suburban or rural schools, freshman had less than a 50/50 chance of graduating four years later, geographic location)
- ❑ **Demographic characteristics** (impoverished communities, higher proportions of minorities, or those with a large foreign-born population, high numbers of single-parent households or adult dropouts, low unemployment--encourages youth to leave school early)
- ❑ **Environment** (community conditions--high amount of instability and mobility, urban, high poverty areas, high levels of violence, drug-related crime, and overcrowding)



# **Clarinda Community School District**

## **Teacher Assistance Team**

The Teacher Assistance Team (TAT) is a school-based problem-solving group of staff members who assist with the educational, physical, social, emotional, behavioral and other individual needs of students. The team meets regularly to provide additional support to students who are experiencing difficulty in our educational environment. The team examines the needs of a student, develops and recommends appropriate intervention strategies, and reviews the effectiveness of those strategies. This team coordinates the structure that assists students, families, and teachers, in seeking positive solutions for maximizing student potential. TAT focuses in-depth on one student at a time.

# TAT focuses in-depth on one student at a time

TAT provides opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities, and monitor results for a student.

## Our Problem Solving Model

- STEP 1:** TAT always starts with a discussions of a student's strengths/assets, and develops solutions that build on these strengths.
- STEP 2:** TAT gathers background information regarding the student in the areas of school, home/family and health, and collaboratively brainstorming solutions to address areas of concerns.
- STEP 3:** Concerns are discussed with parent (s) at a meeting. The team, along with the parent(s), decide if an I-Plan will be written.
- STEP 4:** An I-Plan is developed to include interventions and supports designed to address student needs.
- STEP 5:** An I-Plan is monitored and a follow-up TAT meeting is scheduled to review results/ outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.
- STEP 6:** If interventions are not successful in helping the student's academics skills and/or behavioral skills are not comparable to their peers, a student may be referred to evaluation to determine whether or not the student would qualify for special education services. The student may also be referred for an extended evaluation if interventions have been effective but require continued and substantial efforts that may include special education services.

**Benefits?** The coordination of school, home and community interventions improve student learning, and provide positive support.

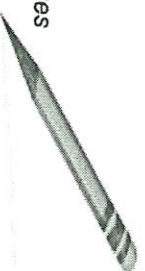


## Who is on the TAT team?

Area Education Agency Representative  
Administrator  
School Counselor  
Classroom Support Teachers  
Family Support Coordinator  
Referring Teacher  
Parents

*TAT can help students who are facing significant concerns related to:*

- ✓ academics
- ✓ attendance problems
- ✓ behavioral/ emotional issues
- ✓ health issues
- ✓ retention
- ✓ social adjustment





## Team Members Roles and Responsibilities

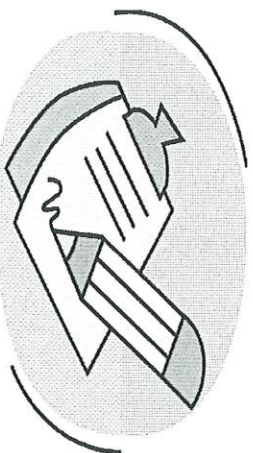
**Facilitator:** The facilitator oversees the Teacher Assistance Team (TAT) and contributes greatly to the team's overall success. The facilitator coordinates logistics before and after the meeting, and directs the course of the meeting. The facilitator creates the agenda and receives the "Request for Service" form. While fulfilling his or her responsibilities, the facilitator ensures that all members are treated with respect and that the needs of the group are accommodated.

**Recorder:** The recorder is responsible for documenting the referred student's information, which means recording the student's name, the intervention date, the teacher's name, the case manager's name, and the follow-up date. If necessary, the recorder also records the date the student was referred for a full evaluation. The recorder files a copy of the completed "Request for Service" document and the completed "I-Plan" in the TAT notebook.

**Case Manager:** The case manager monitors the implementation of the plan, serving as a liaison between the teacher and team. The case manager helps the teacher implement the I-Plan. He or she follows the progress of the student and reports back vital information to the team.

**Referring Teacher(s) :** The teacher communicates with parents, case managers, TAT members and students. The referring teacher(s) contacts the parents regarding their child's referral, informs them of their child's progress, and invites them to attend the TAT meeting. Additionally, the teacher shares the current assessment results, work samples, and records with the team. He or she implements the I-Plan and ensures that everyone is informed of the child's progress.

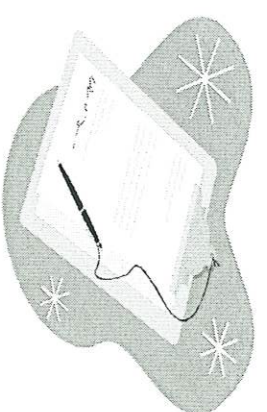
**Team Member:** The team member plays an important role within the team. Members process the information of the student. They share ideas and strategies, and they help develop interventions that are linked to the student's strength.



*At the end of every I - Plan, a follow-up meeting date is set. At this meeting the I - Plan may need to be modified and additional interventions added depending on the progress of the student.*



# Teacher Assistance Team Flowchart



**Teacher/Staff Member/Parent is concerned about a student.**

*Areas of concerns may include:*

- ✓ Academic
- ✓ Behavior
- ✓ Physical
- ✓ Health
- ✓ Sensory
- ✓ Adaptive Behavior
- ✓ Communication

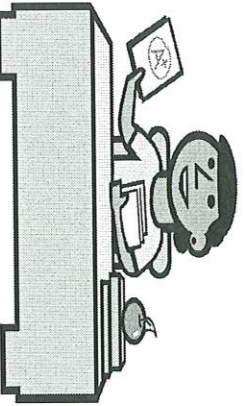
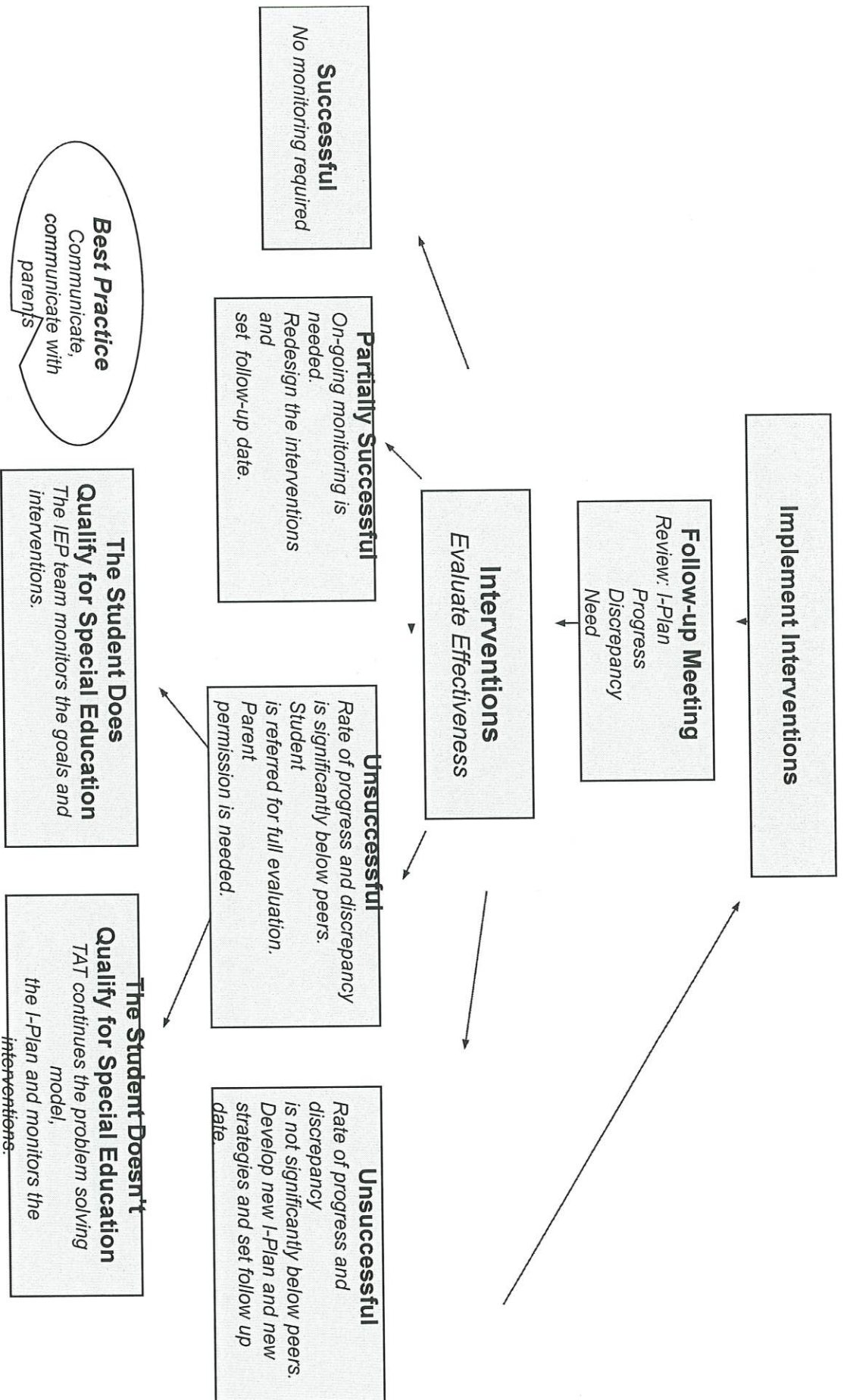
**A "Request for Service" form is completed by the Referring Staff**

**Facilitator receives the completed "Request for Service" form and puts student on TAT agenda**

## **TAT Initial Meeting**

*Responsibilities of TAT Team*

- ✓ Review student history:
  - preliminary baseline data
  - school records
  - attendance patterns
  - grades
  - vision
  - health/ medications
- ✓ Defines behavior of concern in observable and measurable terms
- ✓ Brainstorm interventions
- ✓ Develops I-plan
- ✓ Appoints "Case Manager"
- ✓ Sets date for follow-up meeting
- ✓ Analyze students trends





## Suggestions for Effective TAT Meetings

- ✓ Have the teacher always be in communication with the parents/caregivers in advance to let them know what to expect
- ✓ Begin each meeting with positive remarks and welcome all participants to the meeting
- ✓ Always have your agenda planned and prepared
- ✓ Explain the purpose of the meeting
- ✓ Set a positive tone for the meeting by recognizing student's strengths before concerns
- ✓ Use specific samples of the student's work or behaviors
- ✓ Do not use "jargon"
- ✓ Suggest using concrete examples to parents/caregivers of how they may help/ support their child at home
- ✓ Prioritize concerns and interventions; it is better to focus on one problem in depth than to give superficial treatment to many
- ✓ Let parents/caregivers ask questions
- ✓ Have all forms available for parents/caregivers
- ✓ End the meetings with a summary of the I-plan and a positive comment
- ✓ Thank parents/caregivers for attending the meeting



### What is Facilitation?

- ✓ Stay neutral on content: Focus on the process
- ✓ Listen Actively: Look at people in the eye, use positive body language, paraphrase
- ✓ Ask questions: Invite participation and gather information
- ✓ Paraphrase to Clarify: "Are you saying..."
- ✓ Synthesize Ideas: Get others to comment on what other are saying and build on their thoughts
- ✓ Stay on Track: Set a time line the meeting and appointment a time keeper
- ✓ Give and Receive Feedback: Evaluate the effectiveness of the by asking members how they feel
- ✓ Collect Ideas: Have someone keep track of ideas
- ✓ Summarize Clearly
- ✓ Identify Next Steps: Identify interventions, and who is responsible for the tasks



**257.38 Funding for at-risk, alternative school, and returning dropouts and dropout prevention programs — plan.**

1. Boards of school districts, individually or jointly with boards of other school districts, requesting to use a modified supplemental amount for costs in excess of the amount received under section 257.11, subsection 4, for programs for at-risk students, secondary students who attend alternative programs and alternative schools, and returning dropouts and dropout prevention, shall approve, by resolution, comprehensive program plans for the programs and budget costs, including annual requests for a modified supplemental amount for funding the programs. The program plans shall include:

a. Program goals, objectives, and activities to meet the needs of students identified as at risk, secondary students who attend alternative programs and alternative schools, or potential dropouts or returning dropouts.

b. Student identification criteria and procedures.

c. Staff in-service education design.

d. Staff utilization plans.

e. Evaluation criteria and procedures and performance measures.

f. Program budget.

g. Qualifications required of personnel delivering the program.

h. A program for at-risk students.

i. A provision for identifying at-risk students.

2. Program plans shall identify the parts of the plan that will be implemented first upon adoption of the program plan. If a district is requesting to use a modified supplemental amount to finance the program, the school district shall include in the request the number of students in its budget enrollment for the budget year identified as returning dropouts and potential dropouts.

89 Acts, ch 135, §38; 2001 Acts, ch 159, §9; 2006 Acts, ch 1152, §27; 2013 Acts, ch 121, §35, 36, 42; 2015 Acts, ch 140, §39, 58, 59; 2018 Acts, ch 1112, §4 – 6, 18

Referred to in §257.10, 257.41

2018 amendments apply to school budget years beginning on or after July 1, 2019; 2018 Acts, ch 1112, §18

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Iowa Department of  
Education – Iowa Code



**257.41 Funding for programs for returning dropouts and dropout prevention.**

1. *Budget.* The budget of an adopted program for at-risk students, secondary students who attend alternative programs or alternative schools, or returning dropouts and dropout prevention for a school district, after subtracting funds received under section 257.11, subsection 4, paragraphs "a" through "c", and from other sources for that purpose, including any previous carryover or amount designated from the school district's flexibility account under section 298A.2, subsection 2, shall be funded annually on a basis of one-fourth or more from the district cost of the school district and up to three-fourths through establishment of a modified supplemental amount. Annually, the department of management shall establish a modified supplemental amount for each such school district equal to the difference between the approved budget for the program for that district and the sum of the amount funded from the district cost of the school district plus funds received under section 257.11, subsection 4, and from other sources for that purpose, including any previous carryover or amount designated from the school district's flexibility account under section 298A.2, subsection 2.

2. *Appropriate uses of funding.* Appropriate uses of the funding for an adopted program include but are not limited to the following:

a. Salary and benefits for staff including but not limited to instructional staff, instructional support staff, administrative staff, and guidance counselors, salary and benefits or contract payments for psychologists licensed under chapter 154B, licensed independent social workers or master social workers under chapter 154C, licensed mental health counselors under chapter 154D, and salary and benefits for school-based youth services staff who are working with at-risk or dropout prevention programs, alternative programs, and alternative schools, in a traditional or alternative setting, or who are working with students who are participating in such programs or schools, if such person's time is dedicated to working with the program or with such students in order to provide services beyond those which are provided by the school district to students who are not participating in such programs or alternative schools. However, if such person works part-time with students who are participating in a program or alternative school and the person has another unrelated assignment, only the portion of the person's time that is related to the program or alternative school may be charged to the program or school. For each such person who works part time or on a contract basis with the program or with students who are participating in a program or alternative school, the school district shall have the authority to designate the portion of the person's time and the corresponding amount of salary and benefits or contract payment amount that is related to the program or alternative school and shall include such designation as part of the program plan under section 257.38, if applicable. For purposes of this paragraph, if an alternative setting is necessary to provide for a program which is offered at a location off school grounds and which is intended to serve student needs by improving relationships and connections to school, decreasing truancy and tardiness, providing opportunities for course credit recovery, or helping students identified as at risk to accelerate through multiple grade levels of achievement within a shortened time frame, the tuition costs for a student identified as at risk shall be considered an appropriate use of the program funding under this section.

b. Professional development for all teachers, counselors, and staff identified in paragraph "a" who are working with at-risk students under a program or an alternative school setting.

c. Research-based resources, materials, software, supplies, and purchased services that meet all of the following criteria:

- (1) Meets the needs of kindergarten through grade twelve students identified as at risk.
- (2) Are beyond those provided by the regular school program.
- (3) Are necessary to provide the services listed in the school district's plan submitted pursuant to section 257.38.

(4) Will remain with the kindergarten through grade twelve at-risk program, alternative program or alternative school, or returning dropout and dropout prevention program.

d. Costs incurred for a program intended to address high rates of absenteeism, truancy, or frequent tardiness.



**257.41 Funding for programs for returning dropouts and dropout prevention.**

1. *Budget.* The budget of an adopted program for at-risk students, secondary students who attend alternative programs or alternative schools, or returning dropouts and dropout prevention for a school district, after subtracting funds received under section 257.11, subsection 4, paragraphs "a" through "c", and from other sources for that purpose, including any previous carryover or amount designated from the school district's flexibility account under section 298A.2, subsection 2, shall be funded annually on a basis of one-fourth or more from the district cost of the school district and up to three-fourths through establishment of a modified supplemental amount. Annually, the department of management shall establish a modified supplemental amount for each such school district equal to the difference between the approved budget for the program for that district and the sum of the amount funded from the district cost of the school district plus funds received under section 257.11, subsection 4, and from other sources for that purpose, including any previous carryover or amount designated from the school district's flexibility account under section 298A.2, subsection 2.

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b. Professional development for all teachers, counselors, and staff identified in paragraph "a" who are working with at-risk students under a program or an alternative school setting.

c. Research-based resources, materials, software, supplies, and purchased services that meet all of the following criteria:

- (1) Meets the needs of kindergarten through grade twelve students identified as at risk.
- (2) Are beyond those provided by the regular school program.
- (3) Are necessary to provide the services listed in the school district's plan submitted pursuant to section 257.38.

(4) Will remain with the kindergarten through grade twelve at-risk program, alternative program or alternative school, or returning dropout and dropout prevention program.

d. Costs incurred for a program intended to address high rates of absenteeism, truancy, or frequent tardiness.

Board minutes must be uploaded (.doc, .docx, .xls, .xlsx, .pdf only) to document the school board's approval of the requested amount of modified supplemental amount (MSA), if any, associated with the at-risk and dropout prevention program. If the school board meeting occurs after January 15, the school district must upload a document containing the date of the next board meeting and a projected date when the minutes will be uploaded.

Upload Board Minutes

Description	Uploaded By	Uploaded Date	Document
Board Minutes for 1197 0000 Clarinda Comm School District (1197)	Colby Pedersen	12/15/2020 12:00:46 PM	Board Minutes

### Modified Supplemental Amount

MODIFIED SUPPLEMENTAL AMOUNT		
#	Description	Amount
1	Board cost per pupil	\$7,048
2	Certified enrollment (October 1, current school year)	944.3
3	Certified enrollment was found and certified on 10/29/2020 10:29:29 AM.	
3	Maximum modified supplemental amount possible (a.025 x line 1 x line 2)	\$166,386
4	Inclusive per carry-forward from CRR	
4	Project 1116 Carry-forward: \$0	\$0
4	Project 1119 Carry-forward: \$0	
5	Requested modified supplemental amount	166386
5	Enter an amount equal to, or less than (Line 4 - Line 1): \$166,386	
6	Requested MSA and required match (note the associated spending authority) is solely for the purpose of implementing the district's board-adopted At-Risk/Dropout program.	
6	Required local match (Total Project Cost/line 5 / 0.75) x 0.25	\$55,462
7	Enter the number of enrolled students in the budget year identified as returning dropouts and potential dropouts.	11

### Questions?

If you have questions regarding the service section

Contact: Steve Crew | [Steve.Crew@iowa.gov](mailto:Steve.Crew@iowa.gov) | 515-326-1029

If you have questions regarding the District Budget section (or service budgets),

Contact: Rob Olsen | [rob.olsen@iowa.gov](mailto:rob.olsen@iowa.gov) | 515-281-4743



Clarinda Community School District  
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Iowa Department of  
Education – Iowa Code

**281—12.2 (256) Definitions.** For purposes of these rules, the following definitions shall apply:

*“Alternative options education programs”* means alternative programs or schools as identified in Iowa Code section 280.19A.

*“Alternative program”* means a class or environment established within the regular educational program and designed to accommodate specific student educational needs such as, but not limited to, work-related training; reading, mathematics or science skills; communication skills; social skills; physical skills; employability skills; study skills; or life skills.

*“Alternative school”* means an environment established apart from the regular educational program and that includes policies and rules, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district or by the school districts participating in a consortium. Students attend by choice.

*“Annual improvement goals”* means the desired one-year rate of improvement for students. Data from multiple measures may be used to determine the rate of improvement.

*“At-risk student”* means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

*“Baseline data”* means information gathered at a selected point in time and used thereafter as a basis from which to monitor change.

*“Benchmarks”* means specific knowledge and skills anchored to content standards that a student needs to accomplish by a specific grade or grade span.

*“Board”* means the board of directors in charge of a public school district or the authorities in charge of an accredited nonpublic school.

*“Competency-based education”* means that learners advance through content or earn credit based on demonstration of proficiency of competencies. Proficiency for this context is the demonstrated skill or knowledge required to advance to and be successful in higher levels of learning in that content area. Some students may advance through more content or earn more credit than in a traditional school year while others might take more than a traditional school year to advance through the same content and to earn credit. A student must meet the requirements of 12.5(14) to be awarded credit in a competency-based system of education.

*“Comprehensive school improvement plan”* means a design that shall describe how the school or school district will increase student learning, achievement, and performance. This ongoing improvement design may address more than student learning, achievement, and performance.

*“Content standards”* means broad statements about what students are expected to know and be able to do.

*“Curriculum”* means a plan that outlines what students shall be taught. Curriculum refers to all the courses offered, or all the courses offered in a particular area of study.



*"Department"* means the department of education.

*"Districtwide"* means all attendance centers within a school district or accredited nonpublic school.

*"Districtwide assessments"* means large-scale achievement or performance measures. At least one districtwide assessment shall allow for the following: the comparison of the same group of students over time as they progress through the grades or the cross-sectional comparison of students at the same grades over multiple years.

*"Districtwide progress"* means the quantifiable change in school or school district student achievement and performance.

*"Dropout"* means a school-age student who is served by a public school district and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

*"Educational program."* The educational program adopted by the board is the entire offering of the school, including out-of-class activities and the sequence of curriculum areas and activities. The educational program shall provide articulated, developmental learning experiences from the date of student entrance until high school graduation.

*"Enrolled student"* means a person that has officially registered with the school or school district and is taking part in the educational program.

*"Incorporate"* means integrating career education, multicultural and gender fair education, technology education, global education, higher-order thinking skills, learning skills, and communication skills into the total educational program.

*"Indicators"* provide information about the general status, quality, or performance of an educational system.

*"Library program"* means an articulated sequential kindergarten through grade 12 library or media program that enhances student achievement and is integral to the school district's curricula and instructional program. The library program is planned and implemented by a qualified teacher librarian working collaboratively with the district's administration and instructional staff. The library program services provided to students and staff shall include the following:

1. Support of the overall school curricula;
2. Collaborative planning and teaching;
3. Promotion of reading and literacy;
4. Information literacy instruction;
5. Access to a diverse and appropriate school library collection; and
6. Learning enhancement through technologies.

*"Long-range goals"* means desired targets to be reached over an extended period of time.

*"Multiple assessment measures,"* for reporting to the local community or the state, means more than one valid and reliable instrument that quantifies districtwide student learning, including specific grade-level data.

*"Performance levels."* The federal Elementary and Secondary Education Act (ESEA) requires that at least three levels of performance be established to assist in determining which students have or have not achieved a satisfactory or proficient level of performance. At least two of those three levels shall describe what all students ought to know or be able to do if their achievement or performance is deemed proficient or advanced. The third level shall describe students who are not yet performing at the proficient level. A school or school district may establish more than three performance levels that include all students for districtwide or other assessments.

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

*"Potential dropouts"* means resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:

1. High rate of absenteeism, truancy, or frequent tardiness.
2. Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging.
3. Poor grades including, but not limited to, failing in one or more school subjects or grade levels.
4. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.

*"Prekindergarten program"* includes a school district's implementation of the preschool program established pursuant to 2007 Iowa Acts, House File 877, section 2, and is otherwise described herein in subrule 12.5(1).

*"Proficient,"* as it relates to content standards, characterizes student performance at a level that is acceptable by the school or school district.

*"Returning dropouts"* means resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.

*"School"* means an accredited nonpublic school.

*"School counseling program"* means an articulated sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district's curricula and instructional program. The program is implemented by at least one school counselor, appropriately licensed by the board of educational examiners, who works collaboratively with the district's administration and instructional staff. The program standards are described in subrule 12.3(11). The program's delivery system components shall include the following:

1. School guidance curriculum;
2. Support of the overall school curriculum;
3. Individual student planning;
4. Responsive services; and
5. System support.

*"School district"* means a public school district.

*"School improvement advisory committee"* means a committee, as defined in Iowa Code section 280.12, that is appointed by the board. Committee membership shall include students, parents, teachers, administrators, and representatives from the local community which may include business, industry,



labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. The school improvement advisory committee as defined by Iowa Code section 280.12 and the board are also part of, but not inclusive of, the local community.

*“Student learning goals”* means general statements of expectations for all graduates.

*“Students with disabilities”* means students who have individualized education programs regardless of the disability.

*“Subgroups”* means a subset of the student population that has a common characteristic. Subgroups include, but are not limited to, gender, race, students with disabilities, and socioeconomic status.

*“Successful employment in Iowa”* may be determined by, but is not limited to, reviewing student achievement and performance based on locally identified indicators such as earnings, educational attainment, reduced unemployment, and the attainment of employability skills.

[ARC 7783B, IAB 5/20/09, effective 6/24/09; ARC 1116C, IAB 10/16/13, effective 11/20/13]

**281—12.5(256) Education program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

**12.5(1) Prekindergarten program.** If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The prekindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out prekindergarten activities designed to encourage cooperative efforts between home and school shall focus on community resources. A prekindergarten teacher shall hold a license/certificate licensing/certifying that the holder is qualified to teach in prekindergarten. A nonpublic school which offers only a prekindergarten may, but is not required to, seek and obtain accreditation.

**12.5(2) Kindergarten program.** The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if the nonpublic school offers a kindergarten program.

**12.5(3) Elementary program, grades 1-6.** The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art. Computer science instruction incorporating the standards established under rule 281—12.11(256) shall be offered in at least one grade level commencing with the school year beginning July 1, 2023.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

*a. English-language arts.* English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.

*b. Social studies.* Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.

*c. Mathematics.* Mathematics instruction shall include number sense and numeration; concepts and computational skills with whole numbers, fractions, mixed numbers and decimals; estimation and mental arithmetic; geometry; measurement; statistics and probability; and patterns and relationships. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

*d. Science.* Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

*e. Health.* Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.



*f. Physical education.* Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.

*g. Traffic safety.* Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.

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

*i. Visual art.* Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

**12.5(4) Junior high program, grades 7 and 8.** The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes. Computer science instruction incorporating the standards established under rule 281—12.11(256) shall be offered in at least one grade level commencing with the school year beginning July 1, 2023.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

*a. English-language arts.* Same definition as in 12.5(3) "a" with the exclusion of handwriting.

*b. Social studies.* Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be infused.

*c. Mathematics.* Mathematics instruction shall include number and number relationships including ratio, proportion, and percent; number systems and number theory; estimation and computation; geometry; measurement; statistics and probability; and algebraic concepts of variables, patterns, and functions. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

*d. Science.* Same definition as in 12.5(3) "d."

*e. Health.* Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

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

*g. Music.* Same definition as in 12.5(3) "h" with the addition of using music as an avocation or vocation.

*h. Visual art.* Same definition as in 12.5(3) "i" with the addition of using visual arts as an avocation or vocation.

*i. Family and consumer education.* Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships

with peers and family members in the home, school and community, including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health. This subrule shall not apply to nonpublic schools.

*j. Career education.* Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives. This subrule shall not apply to nonpublic schools. However, nonpublic schools shall comply with subrule 12.5(7).

*k. Technology education.* Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students' career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society. This subrule shall not apply to nonpublic schools.

*l. Secondary credit.*

(1) An individual pupil in a grade that precedes ninth grade may take a course for secondary credit if all of the following are true:

1. The pupil satisfactorily completes the course.
2. The course is taught by a teacher licensed by the Iowa board of educational examiners for grades 9 through 12 and endorsed in the subject area.
3. The course meets all components listed in subrule 12.5(5) for the specific curricular area.
4. The board of the school district or the authorities in charge of the nonpublic school have developed enrollment criteria that a student must meet to be enrolled in the course.

(2) If a student meets the requirement of subparagraph 12.5(4) "l"(1), the school district or accredited nonpublic school of enrollment shall issue high school credit for the unit to the student unless the student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's or accredited nonpublic school's standards, as appropriate. If a student is denied credit under this paragraph, the school district or accredited nonpublic school denying credit shall provide to the student's parent or guardian in writing the reason for the denial. If credit is awarded under this paragraph, the credit must apply toward graduation requirements of the district or accredited nonpublic school.

**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; world 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. *World language (four units).* The world language program shall be a four-unit sequence of uninterrupted study in at least one language, which may include American Sign Language. World language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction; and cultural awareness.

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.



k. *Personal finance literacy (one-half unit).* All students shall complete at least one-half unit of personal finance literacy as a condition of graduation.

(1) The curriculum shall, at a minimum, address the following:

1. Savings, including emergency fund, purchases, and wealth-building.

2. Understanding investments, including compound and simple interest, liquidity, diversification, risk-return ratio, certificates of deposit, money market accounts, single stocks, bonds, mutual funds, rental real estate, annuities, commodities, and futures.

3. Wealth-building and college planning, including long-term and short-term investing using tax-favored plans, individual retirement accounts and payments from such accounts, employer-sponsored retirement plans and investments, public and private educational savings accounts, and uniform gifts and transfers to minors.

4. Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, and the marketing of debt, especially to young people.

5. Consumer awareness of the power of marketing on buying decisions including 0 percent interest offers; marketing methods, including product positioning, advertising, brand recognition, and personal selling; how to read a credit report and correct inaccuracies; how to build a credit score; how to develop a plan to deal with creditors and avoid bankruptcy; and the federal Fair Debt Collection Practices Act.

6. Financial responsibility and money management, including creating and living on a written budget and balancing a checkbook; basic rules of successful negotiating and techniques; and personality or other traits regarding money.

7. Insurance, risk management, income, and career decisions, including career choices that fit personality styles and occupational goals, job search strategies, cover letters, résumés, interview techniques, payroll taxes and other income withholdings, and revenue sources for federal, state, and local governments.

8. Different types of insurance coverage including renters, homeowners, automobile, health, disability, long-term care, identity theft, and life insurance; term life, cash value and whole life insurance; and insurance terms such as deductible, stop-loss, elimination period, replacement coverage, liability, and out-of-pocket.

9. Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages.

(2) One-half unit of personal finance literacy may count as one-half unit of social studies in meeting the requirements of paragraph 12.5(5) "b," though the teacher providing personal finance literacy coursework that counts as one-half unit of social studies need not hold a social studies endorsement.

(3) Units of coursework that meet the requirements of any combination of coursework required under paragraph 12.5(5) "b," "c," or "h" and incorporate the curriculum required under subparagraph 12.5(5) "k"(1) shall be deemed to satisfy the offer-and-teach requirements of this paragraph, and a student who completes such units shall be deemed to have met the graduation requirement of this paragraph.

l. *Computer science (one-half unit).* Commencing with the school year beginning July 1, 2022, the one-half unit of computer science shall incorporate the standards established under rule 281—12.11(256) and may be offered online in accordance with 281—Chapter 15.

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

**12.5(7) Career education.** Each school or school district shall incorporate school-to-career educational programming into its comprehensive school improvement plan. Curricular and cocurricular teaching and learning experiences regarding career education shall be provided from the prekindergarten level through grade 12. Career education shall be incorporated into the total educational program and shall include, but is not limited to, awareness of self in relation to others and the needs of society; exploration of employment opportunities, at a minimum, within Iowa; experiences in personal decision making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills. In the implementation of this subrule, the board shall comply with Iowa Code section 280.9.

**12.5(8) Multicultural and gender fair approaches to the educational program.** The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and noninstructional staff, and community members shall be involved. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following:

*a.* Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.

*b.* Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.

**12.5(9) Special education.** The board of each school district shall provide special education programs and services for its resident children which comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280.

**12.5(10) Technology integration.** Each school or school district shall incorporate into its comprehensive school improvement plan demonstrated use of technology to meet its student learning goals.

**12.5(11) Global education.** Each school or school district shall incorporate global education into its comprehensive school improvement plan as required by Iowa Code section 256.11. Global education shall be incorporated into all areas and levels of the educational program so students have the opportunity to acquire a realistic perspective on world issues, problems, and the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

**12.5(12) Provisions for gifted and talented students.** Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

**12.5(13) Provisions for at-risk students.** Each school district shall make provision for meeting the needs of at-risk students: valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and



review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.

Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children.

**12.5(14) Unit.** A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the State Guidelines for Competency-Based Education or its successor organization; or it is an equated requirement as a part of an innovative program filed as prescribed in rule 281—12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Unless the method of instruction is competency-based, multiple-section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a world language may be taught at the same time by one teacher in a single classroom situation, each yielding a unit of credit.

**12.5(15) Credit.** A student shall receive a credit or a partial credit upon successful completion of a course which meets one of the criteria in subrule 12.5(14). The board may award high school credit to a student who demonstrates required competencies for a course or content area in accordance with assessment methods approved by the local board.

**12.5(16) Subject offering.** Except as provided for under subrule 12.5(21), a subject shall be regarded as offered when the teacher of the subject has met the licensure and endorsement standards of the state board of educational examiners for that subject; instructional materials and facilities for that subject have been provided; and students have been informed, based on their aptitudes, interests, and abilities, about possible value of the subject.

A subject shall be regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined herein. Subjects which the law requires schools and school districts to offer and teach shall be made available during the school day as defined in subrules 12.1(8) to 12.1(10).

**12.5(17) Twenty-first century learning skills.** Twenty-first century learning skills include civic literacy, health literacy, technology literacy, financial literacy, and employability skills. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in these areas. In doing so, schools and school districts shall apply to all curricular areas the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability.

*a. Civic literacy.* Components of civic literacy include rights and responsibilities of citizens; principles of democracy and republicanism; purpose and function of the three branches of government; local, state, and national government; inherent, expressed, and implied powers; strategies for effective political action; how law and public policy are established; how various political systems define rights and responsibilities of the individual; the role of the United States in current world affairs.

*b. Health literacy.* Components of health literacy include understanding and using basic health concepts to enhance personal, family and community health; establish and monitor health goals; effectively manage health risk situations and advocate for others; demonstrate a healthy lifestyle that benefits the individual and society.

*c. Technology literacy.* Components of technology literacy include creative thinking; development of innovative products and processes; support of personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; informed decision making.

*d. Financial literacy.* Components of financial literacy include developing short- and long-term financial goals; understanding needs versus wants; spending plans and positive cash flow; informed and responsible decision making; repaying debt; risk management options; saving, investing, and asset building; understanding human, cultural, and societal issues; legal and ethical behavior.



*e. Employability skills.* Components of employability skills include different perspectives and cross-cultural understanding; adaptability and flexibility; ambiguity and change; leadership; integrity, ethical behavior, and social responsibility; initiative and self-direction; productivity and accountability.

**12.5(18) Early intervention program.** Each school district receiving early intervention program funds shall make provisions to meet the needs of kindergarten through grade 3 students. The intent of the early intervention program is to reduce class size, to achieve a higher level of student success in the basic skills, and to increase teacher-parent communication and accountability. Each school district shall develop a class size management strategy by September 15, 1999, to work toward, or to maintain, class sizes in basic skills instruction for kindergarten through grade 3 that are at the state goal of 17 students per teacher. Each school district shall incorporate into its comprehensive school improvement plan goals and activities for kindergarten through grade 3 students to achieve a higher level of success in the basic skills, especially reading. A school district shall, at a minimum, biannually inform parents of their individual child's performance on the results of diagnostic assessments in kindergarten through grade 3. If intervention is appropriate, the school district shall inform the parents of the actions the school district intends to take to improve the child's reading skills and provide the parents with strategies to enable the parents to improve their child's skills.

**12.5(19) Physical activity requirement.** Subject to the provisions of subrule 12.5(6), physically able pupils in kindergarten through grade 5 shall engage in physical activity for a minimum of 30 minutes each school day. Subject to the provisions of subrule 12.5(6), physically able pupils in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.

*a.* This requirement may be met by pupils in grades 6 through 12 by participation in the following activities including, but not limited to:

- (1) Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union;
- (2) School-sponsored marching band, show choir, dance, drill, cheer, or similar activities;
- (3) Nonschool gymnastics, dance, team sports, individual sports; or
- (4) Similar endeavors that involve movement, manipulation, or exertion of the body.

*b.* When the requirement is to be met in full or in part by a pupil using one or more nonschool activities, the school or school district shall enter into a written agreement with the pupil. The agreement shall state the nature of the activity and the starting and ending dates of the activity and shall provide sufficient information about the duration of time of the activity each week. The agreement shall also be signed by the school principal or principal's designee and by at least one parent or guardian of the pupil if the pupil is a minor. The pupil shall sign the agreement, regardless of the age of the pupil. The agreement shall be effective for no longer than one school year. There is no limit to the number of agreements that a school or school district may have with any one pupil during the enrollment of the pupil.

*c.* In no event may a school or school district reduce the regular instructional time, as defined by "unit" in subrule 12.5(14), for any pupil to enable the pupil to meet the physical activity requirement. However, this requirement may be met by physical education classes, activities at recess or during class time, and before- or after-school activities.

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

**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 pupil who is not physically able to complete the course. A course that leads to certification in CPR may be taught during the school day by either a school or school district employee or by a volunteer, as long as the person is certified to teach a course that leads to certification in CPR. In addition, a school or school district shall accept certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that



this requirement has been met by a pupil. A school or school district shall not accept auditing of a CPR course, nor a course in infant CPR only. This subrule is effective for the graduating class of 2011-2012.

**12.5(21)** *Contracted courses used to meet school or school district requirements.* A school or school district may use contracted community college courses meeting the requirements of rule 281—22.8(261E) under the following conditions.

*a.* A course or courses used to meet the sequential unit requirement for career and technical education under paragraph 12.5(5) “i.” One or more courses in only one of the six career and technical education service areas specified in paragraph 12.5(5) “i” may be eligible for supplementary weighting under the provisions of 281—subrule 97.2(5).

*b.* A course or courses comprising up to a unit of science or mathematics in accordance with paragraph 12.5(5) “c” or “d.” Such courses may be eligible for supplementary weighting under the provisions of 281—subrule 97.2(5).

*c.* Courses offered pursuant to paragraph 12.5(21) “a” or “b” shall be deemed to have met the requirement that the school district offer and teach such a unit under the educational standards of this rule.

*d.* An accredited nonpublic school may use contracted community college courses to meet offer-and-teach requirements for career and technical education and math or science established under subrule 12.5(5). Such courses may be eligible for funding under rule 281—97.8(261E).

[ARC 7783B, IAB 5/20/09, effective 6/24/09; ARC 0016C, IAB 2/22/12, effective 3/28/12 (See Delay note at end of chapter); ARC 0525C, IAB 12/12/12, effective 1/16/13; ARC 1116C, IAB 10/16/13, effective 11/20/13; ARC 1663C, IAB 10/15/14, effective 11/19/14; ARC 4527C, IAB 7/3/19, effective 8/7/19; ARC 4808C, IAB 12/18/19, effective 1/22/20; ARC 5325C, IAB 12/16/20, effective 1/20/21]

**280.19A Alternative options education programs — disclosure of records.**

1. By January 15, 1995, each school district shall adopt a plan to provide alternative options education programs to students who are either at risk of dropping out or have dropped out. An alternative options education program may be provided in a district, through a sharing agreement with a school in a contiguous district, or through an areawide program available at the community college serving the merged area in which the school district is located. Each area education agency shall provide assistance in establishing a plan to provide alternative education options to students attending a public school in a district served by the agency.

2. If a district has not adopted a plan as required in this section and implemented the plan by January 15, 1996, the area education agency serving the district shall assist the district with developing a plan and an alternative options education program for the pupil. When a plan is developed, the district shall be responsible for the operation of the program and shall reimburse the area education agency for the actual costs incurred by the area education agency under this section.

3. Notwithstanding section 22.7, subsection 1, records kept regarding a student who has participated in a program under this section shall be requested by school officials of a public or nonpublic receiving school in which the student seeks to enroll, and shall be provided by the sending school. A school official who receives information under this section shall disclose this information only to those school officials and employees whose duties require them to be involved with the student. A school official or employee who discloses information received under this section in violation of this subsection shall be subject to disciplinary action, including but not limited to reprimand, suspension, or termination. "*School officials and employees*" means those officials and persons employed by a nonpublic school or public school district, and area education agency staff members who provide services to schools or school districts.

90 Acts, ch 1271, §1102; 94 Acts, ch 1131, §4; 94 Acts, ch 1172, §30; 2017 Acts, ch 54, §43  
Referred to in §279.9A

Minimum hours of instruction requirement adopted by state board of education not applicable to alternative programs; 90 Acts, ch 1271, §1104



Clarinda Community School District  
Modified Allowable Growth for Dropout  
Prevention (MAG-DoP)



CCSD Programming  
Supports for Students

# Clarinda Community School District

## Alternative Program

### My Achievement Plan

Name:

School Year:

Grade:

#### Personal Data

##### Academic Information

	English-8 credits	Math-6 credits	Social Studies-6 credits	Science-6 credits	Electives-20 credits	PE & Health- 2 credits
9th						
10th						
11th						
12th						
+						

#### Personal Score Data

##### Iowa Assessments

	Reading	Math	Science	Soc St
9th				
10th				
11th				

Additional Information:

#### Individual Goal(s)

##### Learning Goals

- ☐ Timely completion of assignments
- ☐ Time management
- ☐ Diploma or alternate (GED)
- ☐ Getting transcripts
- ☐ Financial aid
- ☐ Other:

##### Personal Skill Goals

- ☐ Personal safety skills
- ☐ Appropriate technology use
- ☐ Interpersonal communication
- ☐ Organizational skills
- ☐ Deal with emergencies (medical, etc.)
- ☐ Other:



### **Independent Living Goals**

- ☐ Shop for and prepare food
- ☐ Personal care: health & hygiene, child care
- ☐ General housekeeping
- ☐ Transportation (have or find)
- ☐ Housing Availability
- ☐ Find community resources (utilities, etc.)

### **Working Goals**

- ☐ How to search for a job
- ☐ Job application skills
- ☐ Interview skills
- ☐ Finding and keeping a job
- ☐ Budgeting skills
- ☐ Money skills (bank account, pay bills, taxes)

- ☐ Post School Objective:
- ☐ Other:

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Student

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Alternative Program Coordinator