Chapter 12 Matrix:
Technical Assistance for Meeting Accreditation Standards

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

Iowa Department of Education technical assistance should be viewed as advisory unless it is specifically authorized by state statute, according to Iowa Code section 256.9A as enacted by Senate File 475. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

Purposes

1. Provide clear, consistent interpretation for noncompliance determinations.
2. Ensure all schools/school districts are meeting accreditation standards.
3. Provide compliance information; however, the content in this document should not be construed to represent best practices in all areas.

Considerations

1. "Schools" means state-accredited nonpublic schools.
2. "School districts" means public school districts.
3. This document indicates if a requirement applies only to school districts (and not accredited nonpublic schools) in Iowa.
4. This document does not cover every section of Chapter 12 since some requirements are self-explanatory.
5. In some cases, Iowa Code updates have not yet been incorporated into Chapter 12. In these cases, the Iowa Code prevails.
6. **Note: Many codes have subsections with additional rules, considerations and information [ex: Elementary Program, grades 1-6 (a-j)].** Be sure to review all applicable codes and interpretations.
7. For questions, clarifications or inquiries, navigate to the corresponding Iowa Department of Education webpage and contact the appropriate representatives.

Topics List Directions

Navigate to a specific topic within the listing on the next two pages by clicking on the topic name.

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Rule 12.1 - General standards for accreditation

School district and accredited nonpublic school accreditation

Rule	Code
12.1(1)(3-6) To become or remain accredited, school districts and accredited nonpublic schools are to comply with Iowa Code section 256.11 and this chapter.	256.11 Educational Standards 256.11(11) Recommendation to lose accreditation 256.11(12) Loss of accreditation

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Desk Audit Fall BEDS staff Student Reporting in Iowa (SRI) Spring BEDS	School Improvement Team

School board

Rule	Code
12.1(2) Each school or school district shall be governed by an identifiable authority that exercises the functions necessary for the effective operation of the school and is referred to in these rules as the "board" and as referenced in Iowa Code sections 280.2 and 280.3.	280.2 Definition of nonpublic school and public school. 280.3 Attendance center requirements.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• An identified group exists to exercise the functions of the school or school district. • Those functions necessary for the effective operation of the school include, but are not limited to, employment and policy development.	Desk Audit	School Improvement Team

Alternative Provisions for Accreditation

Rule	Code
12.1(6) *Alternative provisions for accreditation.* School districts may meet accreditation requirements through the provisions of Iowa Code sections 256.13, nonresident students; 273.7A, services to school districts; 279.20, superintendent—term; 280.15, joint employment and sharing; 282.7, attending in another corporation—payment; and 282.10, whole grade sharing. Nonpublic schools may meet accreditation requirements through the provisions of Iowa Code section 256.12.	256.13 Nonresident students 273.7A AEA services to school districts 279.20 Employment of superintendent and support personnel 280.15 Joint employment and sharing 282.7 Attending in another corporation—payment 282.10, Whole grade sharing Nonpublic schools may meet accreditation requirements through the provisions of Iowa Code section 256.12.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Use of this section is a local district decision.	Desk Audit	School Improvement Team

School Calendar: Days or Hours of Instruction

Rule	Code
12.1(7) Minimum school calendar. The minimum school calendar is set, either by a minimum number of hours or a minimum number of days, pursuant to Iowa Code sections 256.7(19), 279.10, and 279.11.	256.7(19) School Board requirement in using days. 279.10 Use of days or hours for a calendar, August 23rd start date, 5 days or 30 hours of internet instruction, year round calendar 279.11Number of attendance centers and classroom assignments.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact

• This requirement applies to state-accredited nonpublic schools and school districts. For this section, references to accredited nonpublic schools include independently and state-accredited schools.
• This adoption shall be reflected in board minutes.
• The school calendar for a school or school district has to show days/time for student instruction, staff development and in-service, and parent/teacher conferences.
• How much calendar time is provided for staff development is a local decision
• How much calendar time is provided for parent-teacher conferences is a local decision.
• This rule is an exception to the minimum of 180 days/1080 hours of required student instruction.
• Seniors
  ○ Seniors in schools and school districts cannot be released early unless there is a local board policy allowing that action.
  ○ Seniors are not required to make up snow days added to the regular school calendar if they have met local graduation requirements.
  ○ If the school or school district is not releasing seniors early, it needs no policy.
  ○ A school or school district may, by board policy, excuse graduating seniors up to 30 hours toward the 1,080 hours or 5 days toward the 180 days school calendar minimum requirement.
• Building schedules can vary as long as they each account for 180 days or 1080 hours.
• “Under the guidance and instruction of the instructional professional staff” means daily, direct supervision.
	Fall Beds
	Desk Audit-
	Spring BEDS
		School Improvement Team

Kindergarten

Rule	Code
12.1(8) Kindergarten. The number of instructional days or hours within the school calendar and the length of the school day for kindergarten will be defined by the board or by authorities in charge of an accredited nonpublic school that operates a kindergarten program.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Fall BEDS Spring BEDS	School Improvement Team

Rule 12.2- Definitions

Definitions

Rule	Code
12.2 Definitions. *Refer directly to Chapter 12 for the content of this Division.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact

Rule 12.3 - Administration

Board Records

Rule	Code
12.3(1) Board records. Each board is to adopt by written policy a system for maintaining accurate records. The system will provide for recording and maintaining the minutes of all board meetings, coding all receipts and expenditures, and recording and filing all reports required by the Iowa Code or requested by the director of the department. Financial records of school districts are to be maintained in a manner as to be easily audited according to accepted accounting procedures.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• How the school or school district maintains records and minutes is a local decision subject to the open records law (Iowa Code Chapter 22). • *Note: These requirements apply only to public school districts.* • How the school district maintains financial records is locally determined as long as the records can be easily audited. • The local board has no discretion to determine acceptable accounting procedures.	Desk Audit	School Improvement Team

Policy manual

Rule	Code
12.3(2) Policy manual. The board shall develop and maintain a policy manual that provides a codification of its policies, including the adoption date, the review date, and any revision date for each policy. Policies shall be reviewed at least every five years to ensure relevance to current practices and compliance with the Iowa Code, administrative rules and decisions, and court decisions.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The type of board policy codification system used by a school or school district, as well as the development and maintenance of a policy manual, is locally determined. • Adoption and review dates do not have to appear on EACH policy. Schools or school districts can have a page at the front of the board policy manual or at the beginning of each policy series that lists this information.	Desk Audit	School Improvement Team

Personnel evaluation

Rule	Code
12.3(3) Personnel evaluation. Each board will adopt evaluation criteria and procedures that conform to Iowa Code sections 279.14 and 279.23A for all contracted staff	279.14 and 279.23A Evaluation criteria and procedures.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This requirement applies only to public school districts. State-accredited nonpublic schools must employ licensed staff.* • Evaluation criteria and procedures exist in written form for all contracted staff. This includes, at a minimum, administrators and teachers. • Supervisors (at a minimum, superintendents and principals) must be evaluated annually. • *Note: A school district must comply with Iowa Code Chapter 284: Teacher Performance, Compensation, and Career Development (including peer review and 36-hour collaboration).* ***However, Iowa Code Chapter 284 does not impact school district accreditation.***	Desk Audit Spring BEDS	School Improvement Team

Student records

Rule	Code
12.3(4) Student records. Each board will establish and maintain a system of student records, which will include for each student a permanent office record and a cumulative record.	280.25 Information sharing and interagency agreements 22, FERPA

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The permanent office record must be kept forever. • It is a local decision about how long a school or school district maintains cumulative records.	Desk Audit	School Improvement Team

Student records, permanent record

Rule	Code
12.3(4) The permanent office record serves as a historical record of official information concerning the student's education. The permanent office record is to be recorded and maintained under the student's legal name. At a minimum, the permanent office record will contain evidence of attendance and educational progress, serve as an official transcript, contain other data for use in planning to meet student needs, and provide data for official school and school district reports. This record is to be permanently maintained and stored in a fire-resistant safe or vault, or can be maintained and stored electronically with a secure backup file.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The format of permanent student records is locally determined. • The kind of management system that a school or school district provides to ensure that records can be maintained in a permanent fashion is locally determined. • If a school or school reorganizes or dissolves, arrangements must be made to ensure the permanent storage of student records. • The kind of back-up file for electronic storage is locally determined.	Desk Audit	School Improvement Team

Student records, cumulative record

Rule	Code
12.3(4) The cumulative record provides a continuous and current record of significant information on progress and growth. It should reflect information such as courses taken, scholastic progress, school attendance, physical and health record, experiences, interests, aptitudes, attitudes, abilities, honors, extracurricular activities, part-time employment, and future plans. It is the "working record" used by the instructional professional staff in understanding the student. At the request of a receiving school or school district, a copy of the cumulative record will be sent to officials of that school when a student transfers.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The specific contents of a student's cumulative record are locally determined. • Cumulative records may be kept at the building or district level. This is locally determined. • The school or school district has no discretion about sending a copy of a student's cumulative records at the request of another school to which a student has transferred. • Cumulative records, as well as core curriculum plans, can be maintained electronically if the following considerations are addressed: 1. The records are readily accessible by staff as needed to inform instructional decisions. 2. A system is in place to ensure complete records are forwarded to the next educational institution if a student were to transfer/move 3. The system of maintaining electronic records includes a regular means of backing up the files.	Desk Audit	School Improvement Team

Student records

Rule	Code
12.3(4) For the sole purpose of implementing an interagency agreement with state and local agencies in accordance with Iowa Code section 280.25, a student's permanent record may include information contained in the cumulative record as defined above. The board is to adopt a policy concerning the accessibility and confidentiality of student records that complies with the provisions of the federal Family Educational Rights and Privacy Act of 1974 and Iowa Code chapter 22.	280.25 Information sharing and interagency agreements 22, FERPA

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Chapter 12 requires the adoption of such a policy. Practices and procedures required of schools and school districts pursuant to FERPA are not general accreditation issues. For detailed information about FERPA requirements, see 20 USC 1232g.	Desk Audit	School Improvement Team

Requirements for graduation

Rule	Code
12.3(5) Requirements for graduation. Each board providing a program through grade 12 will adopt a policy establishing the requirements students will meet for high school graduation. This policy will make provision for early graduation and be consistent with these requirements, Iowa Code sections 280.14 and 256.7(26).	280.14 School requirements 256.7(26) core curriculum and high school graduation requirements 280.9A Civics test

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Iowa Code 256.7(26) states the requirements for high school graduation for students in school districts and accredited nonpublic schools shall include four years of English and language arts, three years of mathematics, three years of science, three years of social science (one-half unit of United States government, 2) one unit of American History), student participation in physical education for one-eighth unit in each semester of enrollment in high school, and completion of a CPR program that leads to certification. Any additional graduation credits or units are locally determined. • Criteria established for early graduation are locally determined. • Effective July 1, 2026, students in schools or districts must attain at least one passing score on the civics test as a condition of graduation.	Desk Audit	School Improvement Team

Student responsibility and discipline

Rule	Code
12.3(6) Student responsibility and discipline. The board will adopt student responsibility and discipline policies as required by Iowa Code section 279.8. The board will involve parents, students, instructional and non instructional professional staff, and community members in the development and revision of those policies where practicable or unless specific policy is mandated by legislation. The policies will relate to the educational purposes of the school or school district. The policies will include the following: attendance; use of tobacco; the use or possession of alcoholic beverages or any controlled substance; harassment of or by students and staff as detailed in sub rule 12.3(13); violent, destructive, and seriously disruptive behavior; suspension, expulsion, emergency removal, weapons, and physical restraint; out-of-school behavior; participation in extracurricular activities; academic progress; and citizenship. The policies will ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services. The board will also consider the potential, disparate impact of the policies on students because of race, color, national origin, gender, sexual orientation as defined in Iowa Code section 216.2, gender identity as defined in Iowa Code section 216.2, disability, religion, creed, or socioeconomic status. The board will publicize its support of these policies, its support of the staff in enforcing them, and the staff's accountability for implementing them	279.8 Board rules 216.2 Definitions

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact

• *Note: This rule applies only to public school districts.*
• The content of student responsibility and discipline policies is locally determined with the exception of the following:
  ○ The local rules shall prohibit the use of tobacco and the use or possession of alcoholic liquor, wine, or beer or any controlled substance.
  ○ The local rules shall prescribe procedures for the handling of reports of child abuse alleged to have been committed by a school employee.
  ○ The local rules shall prescribe procedures for continued school involvement with a student who is suspended or expelled for possession of a dangerous weapon and for the re-integration of the student into the school following the suspension or expulsion.
  ○ The local rules shall provide for the expulsion from school for a period of not less than one year of a student who knowingly possessed a weapon at school. (The superintendent may modify expulsion requirements on a case-by-case basis.)
• The school district is not required to have separate board policies for each item listed in this rule. A policy may combine any one or more of these items.
• How to involve stakeholders in the development and revision of policy is a local decision.
• A “good conduct” policy is not the same as an “out-of-school behavior” policy in this rule. A good conduct policy is recommended, but not required by law.
• Whether a school district develops a policy that includes punishment for inappropriate “out-of-school behavior” is locally determined. It does, however, have to address the issue in policy, whether that policy includes punishment or not.
• What process is due must be specified in written policy.
• How the board considers the impact of student responsibility and discipline policies is locally determined.
• Due process does not have to be a separate board policy; however, the process must be addressed somewhere among policies. (The board policy for due process could mandate that the details of what process is due be discussed in student handbooks.)
• How the board publicizes its support is a local decision.
	Desk Audit	School Improvement Team

Audit of school funds

Rule	Code
12.3(7) Audit of school funds. This sub rule applies to school districts. The results of the annual audit of all school district funds conducted by the state auditor or a private auditing firm will be made part of the official records of the board as described in Iowa Code section 11.6.	11.6 Audits of governmental subdivisions and related organizations

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This sub rule applies only to public school districts.* • The only compliance issue with regard to general accreditation standards is whether the annual audit results are part of official board records.		School Business and Financial Services

School or school district building grade-level organization

Rule	Code
12.3(8) School or school district building grade-level organization. The board shall adopt a grade-level organization for the buildings under its jurisdiction as described in Iowa Code sections 279.39 and 280.3.	279.39 Attendance centers 280.3 Attendance centers

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This rule applies only to public school districts*. • The mechanism to designate grade-level organization is locally determined. • The identified grade-level organization must account for grades K-12.	Desk Audit	School Improvement Team

Standards for school counseling programs (a-b)

Rule	Code
12.3(9) Standards for school counseling programs. Each school district will establish a kindergarten through grade 12 comprehensive school counseling program, driven by student data and based on standards in academic, career, personal, and social areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access.	256.11(9A) Guidance Counselor

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • Every school district must establish a K-12 school counseling program.	Desk Audit Equity Desk Audit	School Counseling School Improvement Team

Standards for school counseling programs.

Rule	Code
12.3(9)(a) a. A qualified school counselor, licensed by the board of educational examiners, who works collaboratively with students, teachers, support staff and administrators will direct the program and provide services and instruction in support of the curricular goals of each attendance center. The school counselor is the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. The school counselor and classroom teachers will collaborate to develop, teach, and evaluate attendance center curricular goals with emphasis on the following: (1) Sequentially presented curriculum, programs, and responsive services that address growth and development of all students; and (2) Attainment of student competencies in academic, career, personal, and social areas.	256.11(9A) Guidance Counselor

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • The amount of FTEs provided by the district to meet this requirement is a local decision. • The amount of school counselor time allocated for each attendance center is a local decision.	Desk Audit	School Counseling School Improvement Team

Standards for school counseling programs

Rule	Code
12.3(9)(b) b. The program will be regularly reviewed and revised and designed to provide all of the following: (1) Curriculum that is embedded throughout the district's overall curriculum and systemically delivered by the school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels; (2) Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans; (3) Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following: individual or group counseling; consultation with parents, teachers, and other educators; referrals to other school support services or community resources; peer helping; and information; and (4) Systemic support through management activities that establish, maintain, and enhance the total school counseling program, including professional development, consultation, collaboration, program management, and operations.	256.11(9A) Guidance Counselor

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This requirement applies only to public school districts.* • The type and frequency of review is a local decision, as long as all required provisions are addressed.	Desk Audit Equity Desk Audit	School Counseling School Improvement Team

Standards for library programs

Rule	Code
12.3(10) Standards for library programs. The board of directors of each school district shall establish a kindergarten through grade 12 library program to support the student achievement goals of the total school curriculum as referenced in Iowa Code section 256.11(9). The board of directors of each school district will adopt policies to address selection and reconsideration of school library materials; confidentiality of student library records; and legal and ethical use of information resources, including plagiarism and intellectual property rights.	256.11(9) Library requirements

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • Every school district must establish a K-12 library program. • The amount of FTEs provided by the district to meet this requirement is a local decision. • The amount of teacher librarian time allocated for each attendance center is a local decision. • The type and frequency of review is a local decision, as long as all required provisions are addressed.	Desk Audit	School Library School Improvement Team

Policy declaring harassment and bullying against state and school policy

Rule	Code
12.3(11) Policy declaring harassment and bullying against state and school policy. Each school and school district will adopt a policy declaring harassment and bullying against state and school policy and complying with the terms of Iowa Code section 280.28.	280.28 Harassment and bullying

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The harassment and bullying policy adopted by the board must contain each of the specified components.	Desk Audit	Bullying and Harassment School Improvement Team

Policy prohibiting the aiding and abetting of sexual abuse

Rule	Code
12.3(12) Policy prohibiting the aiding and abetting of sexual abuse. a. General. The department and each public school district and area education agency shall adopt policies that prohibit any individual who is a school employee, contractor, or agent, or any state educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law. b. Exception. The requirements of paragraph 12.3(12)“a” do not apply if all of the following conditions are met. (1) The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the regulations implementing such title under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations. (2) The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct have investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law; or the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of, the alleged misconduct; or the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) Part 106 of Title 34, Code of Federal Regulations

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Desk Audit	Bullying and Harassment School Improvement Team

Display of the United States flag, Iowa state flag, Pledge of Allegiance

Rule	Code
12.3(13) Display of the United States flag, Iowa state flag, Pledge of Allegiance.	280.5 Display of United States flag and Iowa state flag — pledge of allegiance

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
		School Improvement Team

Rule 12.4- School Personnel

School Personnel

Rule	Code
12.4 School personnel License/certificate and endorsement standards required in this rule relate to licenses/certificates and endorsements issued by the state board of educational examiners as referenced in Iowa Code chapter 256, subchapter VII, part 3.	Iowa Code chapter 256, subchapter VII, part 3 Board of Educational Examiners

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Instructional professional staff

Rule	Code
12.4(1) Instructional professional staff. Each person who holds a license/certificate endorsed for the service for which that person is employed is eligible for classification as a member of the instructional professional staff as referenced in Iowa Code section 279.13.	279.13 Contracts and background checks

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Non Instructional professional staff

Rule	Code
12.4(2) Non Instructional professional staff. A person who holds a statement of professional recognition, including a physician, dentist, nurse, speech therapist, or a person in one of the other non instructional professional areas designated by the state board of education, is eligible for classification as a member of the non instructional professional staff.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Basis for approval of professional staff

Rule	Code
12.4(3) Basis for approval of professional staff. Each member of the professional staff will be classified as either instructional or non instructional. An instructional professional staff member will be regarded as approved when holding either an appropriate license/certificate with endorsement or endorsements, or a license/certificate with an endorsement statement, indicating the specific teaching assignments that may be given. A non instructional professional staff member will be regarded as approved when holding a statement of professional recognition for the specific type of non instructional professional school service for which employed.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Required administrative personnel

Rule	Code
12.4(4) Required administrative personnel. Each board that operates both an elementary school and a secondary school will employ as its executive officer and chief administrator a person who holds a license/certificate endorsed for service as a superintendent. The board of a school district may meet this provision by contracting with its area education agency for "superintendency services" as provided by Iowa Code section 273.7A. The individual employed or contracted for as superintendent may serve as an elementary principal or as a high school principal in that school or school district provided that the superintendent holds the proper licensure/certification. For purposes of this subrule, high school means a school that commences with either grade 9 or grade 10, as determined by the board of directors of the school district, or by the governing authority of the nonpublic school in the case of nonpublic schools. Boards of school districts may jointly employ a superintendent, provided such arrangements comply with the provisions of Iowa Code section 279.23(4).	273.7A AEA services to school districts 279.23(4) Administrators

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A properly licensed superintendent is required only for boards that operate both an elementary and secondary school. • A school district that whole-grade shares all of its secondary students is not excused from the requirement that it employs a licensed superintendent. • An individual, regardless of licensure, may not serve as a superintendent, a secondary school principal, and an elementary principal. • If an AEA staff member is appointed to provide the services, he/she must hold the appropriate license/certificate. • Districts may jointly employ a superintendent.	Fall BEDS Staff	Fall BEDS School Improvement Team

Staffing policies—elementary schools

Rule	Code
12.4(5) Staffing policies—elementary schools. The board operating an elementary school will develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating an elementary school will employ at least one elementary principal. This position may be combined with that of secondary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements. When grades 7 and 8 are part of an organized and administered junior high school, the staffing policies adopted by the board for secondary schools apply. When grades 7 and 8 are part of an organized and administered middle school, the staffing policies adopted by the board for elementary schools apply.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The school or school district must have board policies that address the staffing of elementary personnel. • The school or school district that operates an elementary school must have an elementary principal.	Fall BEDS Staff Desk Audit	Fall BEDS Staff Crosswalk School Improvement Team

Staffing policies—secondary schools

Rule	Code
12.4(6) Staffing policies—secondary schools. The board operating a secondary school will develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating a secondary school will employ at least one secondary principal. This position may be combined with that of elementary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements. This position may be combined with that of superintendent, but one person may not serve as elementary principal, secondary principal, and superintendent.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The school or school district must have board policies that address the staffing of secondary personnel. • If a school or school district is operating a secondary school, it must employ a secondary principal. • One person cannot serve as elementary principal, secondary principal, and superintendent simultaneously.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Principal

Rule	Code
12.4(7) Principal. “Principal” means a licensed/certificated member of a school’s instructional staff who serves as an instructional leader, coordinates the process and substance of educational and instructional programs, coordinates the budget of the school, provides formative evaluation for all practitioners and other persons in the school, recommends or has effective authority to appoint, assign, promote, or transfer personnel in a school building, implements the local school board’s policy in a manner consistent with professional practice and ethics, and assists in the development and supervision of a school’s student activities program.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• It is a local decision to determine the scope of the principal’s responsibilities listed in this rule.	Fall BEDS Staff	Fall BEDS School Improvement Team

Teacher

Rule	Code
12.4(8) Teacher. A teacher is defined as a member of the instructional professional staff who holds a license/certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learnings in terms of the school's objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school's objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought, and uses this information to develop further educational procedures.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• All teachers shall be properly licensed. • Teacher is defined in Iowa Code section 272.1(15) as one who diagnoses, prescribes, evaluates, and directs student learning, shares responsibility for the development of an instructional program and any coordinating activities, evaluates or assesses student progress, and who uses the student evaluation or student assessment information to promote additional student learning. • The school or school district must ensure that staff are appropriately endorsed for the grade levels in which they teach (e.g., middle school vs. junior high school licensure issues). • If the regular classroom teacher for grades 1-6 students is not responsible for the provision of instruction in art, physical education, or music, the responsible instructor must be endorsed in that area.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Educational assistant

Rule	Code
12.4(9) Educational assistant. An educational assistant is defined as an employee who, in the presence or absence of an instructional professional staff member but under the direction, supervision, and control of the instructional professional staff, supervises students or assists in providing instructional and other direct educational services to students and their families. An educational assistant shall not substitute for or replace the functions and duties of a teacher as established in subrule 12.4(8). During the initial year of employment, an educational assistant will complete staff development approved by the board as provided in subrule 12.7(1).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• "Under the direction, supervision, and control of the instructional professional staff" means that the educational assistant does not function as the primary responsible party for the fulfillment of duties as described in subrule 12.4(7). • If online courses take the place of courses offered by the school for groups of students, appropriately licensed staff must provide direct instruction.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Record of license/certificate or statement of professional recognition.

Rule	Code
12.4(10) Record of license/certificate or statement of professional recognition. The board shall require each administrator, teacher, support service staff member, and non instructional professional staff member on its staff to supply evidence that each holds a license/certificate or statement of professional recognition that is in force and valid for the type of position in which the individual is employed.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The school or school district must have a system to validate proper Iowa licensure for all professional staff. • In Iowa, licensure renewal dates are correlated with an individual's date of birth.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Record required regarding teacher and administrative assignments

Rule	Code
12.4(11) Record required regarding teacher and administrative assignments. The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed members of the instructional professional staff, including substitute teachers. The file will consist of official licenses/certificates or copies thereof for all members of the instructional professional staff, including substitute teachers, showing that they are eligible for the position in which employed. The official will also maintain on file an official license/certificate or statement of professional recognition as defined in subrule 12.4(2) for each member of the non instructional professional staff. These records will be on file at the beginning of and throughout each school year and updated annually to reflect all professional growth. On December 1 of each year, the official will verify to the department the licensure/certification and endorsement status of each member of the instructional and administrative staff. This report will be on forms provided by the department and identify all persons holding authorizations and their specific assignment(s) with the authorization(s).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A school or school district must include the names of all persons who function as a “teacher” or “administrator” in the verification report (i.e., BEDS) submitted to the Department each fall. • Most substitute teachers are considered “regularly employed” in the school or school district(s) for which they work. • How employees’ files are updated annually to reflect all professional growth is a local decision.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Nurses

Rule	Code
12.4(12) Nurses. The board of each school district shall employ a school nurse and require a current license to be filed with the superintendent or other designated administrator as specified in sub rule 12.4(10).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This requirement applies only to public school districts.* • The number of FTEs provided by the district to meet this requirement is a local decision. • Licensure for a school nurse is a scope of practice issue for the Iowa Board of Nursing.	Fall BEDS Staff	Fall BEDS Student Health Services School Improvement Team

Prekindergarten staff

Rule	Code
12.4(13) Prekindergarten staff. Prekindergarten teachers shall hold a license/certificate valid for the prekindergarten level. The board will employ personnel as necessary to provide effective supervision and instruction in the prekindergarten program as referenced in Iowa Code sections 256.11(1) and 256.11(2).	256.11(1) and 256.11(2) Educational standards for prekindergarten and kindergarten

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A school or school district is not required to provide pre-kindergarten. • If a school or school district offers pre-kindergarten, appropriately licensed teachers must staff the program.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Support staff

Rule	Code
12.4(14) Support staff. The board shall develop and implement procedures for the use of educational support staff to augment classroom instruction and to meet individual student needs. These staff members may be employed by the board or by the area education agency.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• These individuals provide support to students as directed by the teacher or administrator.	Fall BEDS Staff	Fall BEDS Staff Crosswalk School Improvement Team

Volunteer

Rule	Code
12.4(15) Volunteer. A volunteer is defined as an individual who, without compensation or remuneration, provides a supportive role and performs tasks under the direction, supervision, and control of the school or school district staff. A volunteer shall not work as a substitute for or replace the functions and duties of a teacher as established in sub rule 12.4(8).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Use of volunteers is a local district decision.	Fall BEDS Staff	School Improvement Team

Rule 12.5 - Education Program

Education program

Rule	Code
12.5 Education program. The following education program standards shall be met by schools and school districts for accreditation.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact

Prekindergarten program

Rule	Code
12.5(1) Prekindergarten program. Iowa Code section 256.11(1) is incorporated by this reference.	256.11(1) Educational standards for prekindergarten

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A school or school district, if it offers pre-kindergarten, must teach the required content of a pre-kindergarten program; however, how that content is delivered is a local decision. • Teachers in pre-kindergarten programs for students enrolled in special education shall hold a license/certification and endorsement for special education. • "Pre-kindergarten" for purposes of accreditation in Chapter 12 should not be confused with a Department of Human Services (DHS) approved "pre-school" program. Children in a pre-kindergarten program must be at least four years of age, while a pre-school may serve children ages 3, 4, and 5. A pre-kindergarten must meet requirements pursuant to 12.5(1), while pre-school programs licensed by the DHS do not. • A "daycare" program, even if located on school premises, is not subject to Chapter 12 accreditation. • If a school district has a state-funded preschool program established pursuant to Iowa Code chapter 256C, it must meet the requirements contained in 12.5(1).	PreK Desk Audit	Early Childhood School Improvement Team

Kindergarten program

Rule	Code
12.5(2) Kindergarten program. Iowa Code section 256.11(2) is incorporated by this reference. Any classroom serving students at least five years of age by September 15 is considered kindergarten	256.11(2) Educational standards for kindergarten

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A school district must provide a kindergarten program. • It is a local decision about how many hours of instruction are provided to students in kindergarten and when those hours are provided (e.g., full day vs. half day---three days a week vs. five days a week). • A school district must offer a kindergarten program that includes the required content; however, how that content is delivered is a local decision. • An accredited nonpublic school, if it offers kindergarten, must teach the required content of a kindergarten program; however, how that content is delivered is a local decision. The number of instructional hours is also discretionary for accredited non-public schools. • A kindergarten teacher shall be licensed/certificated and endorsed to teach in kindergarten. • Note: In school districts, students must be five years of age on or before September 15 in order to be enrolled in kindergarten. (Iowa Code section 282.3). This does not apply to accredited non-public schools.	Desk Audit Fall BEDS Fall BEDS Staff	School Improvement Team

Elementary program, grades 1 through 6 (a-i)

Rule	Code
12.5(3) Elementary program, grades 1 through 6. Iowa Code section 256.11(3) is incorporated by this reference. All content areas may be taught by the general education teacher in the teacher's own classroom. In implementing the elementary program standards, the following general curriculum definitions apply. It is locally determined how to incorporate these content specifications into relevant standards and benchmarks.	256.11(3) Educational Standards for grades 1 through 6.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• These curricular areas (e.g., English-language arts, social studies, and mathematics) must be taught in each of grades 1-6. • Not all content specifications (e.g., speaking, listening, and reading) listed for an area need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into standards and benchmarks, at a minimum, for reading, mathematics, and science. • The time allocated to each curricular area and content specification is locally determined. • The curricular areas and their content specifications do not need to be separate "units" or "activities." • Computer science must be taught in at least one grade level for grades 1- 6.	Desk Audit,	School Improvement Team

English-language arts

Rule	Code
12.5(3) *a. English-language arts*. English-language arts are as referenced in Iowa Code sections 256.7(28) and 256.9(49)"a."	256.7(28) Content standards 256.9(49)"a." Content standards 256.11(3) Education Standards 278.68 Student progression-intensive reading instruction 281-62 State Standards for progression in reading

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• English-language arts must be taught in **each** of grades 1-6. • Not all content specifications (e.g., speaking, listening, and reading) listed for English-language arts need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into reading standards and benchmarks. • The time allocated to English-language arts and its content specifications is locally determined. • Minimum of ninety minutes daily of research-based reading instruction to meet students' needs is recommended and is required for students in kindergarten through grade three who have been identified as persistently at risk. • English-language arts and its content specifications do not need to be separate "units" or "activities." • Iowa Code section 279.68 and IAC chapter 281-62	Desk Audit	Literacy Instruction School Improvement Team

Social Studies

Rule	Code
12.5(3) b. *Social studies*. Social studies are as referenced in Iowa Code section 256.7(26)"a"(3).	256.7(26)"a"(3) Content standards 256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Social studies must be taught in **each** of grades 1-6. • Not all content specifications (e.g., citizenship education, history, and geography) listed for social studies need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to social studies and its content specifications is locally determined. • Social studies and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Social Studies Standards School Improvement Team

Mathematics

Rule	Code
12.5(3) c. *Mathematics*. Mathematics instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content standards 256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Mathematics must be taught in **each** of grades 1-6. • Not all content specifications (e.g., fractions, estimation, and geometry) listed for mathematics need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into mathematics standards and benchmarks. • The time allocated to mathematics and its content specifications is locally determined. • Mathematics and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Mathematics Standards School Improvement Team

Science

Rule	Code
12.5(3) d. *Science*. Science instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content standards 256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Science must be taught in **each** of grades 1-6. • Not all content specifications (e.g., life, earth, and physical) listed for science need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into science standards and benchmarks. • The time allocated to science and its content specifications is locally determined. • Science and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Science Instruction School Improvement Team

Health

Rule	Code
12.5(3) e. *Health*. Health instruction is as referenced in Iowa Code sections 256.7(26)"a"(3) and 279.50.	256.7(26)"a"(3) Content standards 256.11(3) Education Standards 279.50 Human Growth and Development Instruction

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Health must be taught in **each** of grades 1-6. • The time allocated to health and its content specifications is locally determined. • Health and its content specifications do not need to be separate "units" or "activities." • A pupil is not required to enroll in health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6).	Desk Audit	Health Instruction School Improvement Team

Physical Education

Rule	Code
12.5(3) f. *Physical education*. Physical education instruction will include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.	256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Physical education must be taught in **each** of grades 1-6. • Not all content specifications (e.g., body mechanics, fitness, and sports skills) listed for physical education need to be covered at each grade level 1-6, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into standards and benchmarks. • The time allocated to physical education and its content specifications is locally determined. • Physical education and its content specifications do not need to be separate "units" or "activities." • A pupil is not required to enroll in physical education courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6).	Desk Audit	Physical Education Instruction School Improvement Team

Traffic Safety

Rule	Code
12.5(3) g. *Traffic safety*. Traffic safety instruction will 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.	256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Traffic safety instruction must be taught in **each** of grades 1-6. • Not all content specifications (e.g., pedestrian safety, bicycle safety, and auto passenger safety) listed for traffic safety need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to traffic safety and its content specifications is locally determined. • Traffic safety and its content specifications do not need to be separate "units" or "activities."	Desk Audit	School Improvement Team

Music

Rule	Code
12.5(3) h. *Music*. Music instruction will include skills, knowledge, and attitudes and will 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.	256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Music must be taught in **each** of grades 1-6. • Not all content specifications (e.g., singing, playing, and reading music) listed for music need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to music and its content specifications is locally determined. • Music and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Music School Improvement Team

Visual Arts

Rule	Code
12.5(3) i. *Visual art*. Visual art instruction will include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.	256.11(3) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Visual art must be taught in **each** of grades 1-6. • Not all content specifications (e.g., evaluating the visual world, understanding the visual arts, and making art) listed for visual art need to be covered at each grade level 1-6, but all content specifications must be covered at some time. • The time allocated to visual art and its content specifications is locally determined. • Visual art and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Visual arts School Improvement Team

Computer Science

Rule	Code
12.5(3) j. *Computer science*. Computer science instruction incorporating the standards established under Iowa Code sections 256.7(26)"a"(4) and 256.9(61) is to be offered in at least one grade level.	256.7(26)"a"(4) Content Standards 256.11(3) Education Standards 256.9(61) Computer science instruction plan

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Computer science must be taught in at least one grade level for 1-6. • The time allocated to computer science and its content specifications is locally determined. • Computer science and its content specifications do not need to be separate "units" or "activities."	Assurance Desk Audit	Computer Science Instruction School Improvement Team

Grades 7 and 8 (a-k)

Rule	Code
12.5(4) Grades 7 and 8. The following will be taught in grades 7 and 8 pursuant to Iowa Code section 256.11(4). If grade 6 is configured with grades 7 and 8, the grade 7 and 8 requirements apply. It is a local decision whether all students are required to take visual arts or music. In implementing the grade 7 and 8 program standards, the following general curriculum definitions apply. It is locally determined how to incorporate the content specifications into relevant standards and benchmarks.	256.11(4). Educational Standards for grades 7 & 8 256.9(49)"a." Content Standards 256.9(61) 256.7(26)"a"(4) Content Standards 256.7(26)"a"(1) Content Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• These curricular areas (e.g., English-language arts, social studies, and mathematics) must be taught in each of grades 7 and 8. • In addition to these curricular areas, computer science must be taught in at least one grade level, 7-8 • It is locally determined whether to make all curricular areas "required" for all students; however, all students must be provided the opportunity during grades 7 and 8 to receive instruction in all curricular areas. • Not all content specifications listed for a curricular area need to be covered in each of grades 7 and 8, but all content specifications must be covered at some time within those two grade spans. • The time allocated to each curricular area is locally determined. • The curricular areas do not need to be separate "courses" or "units." • Whether a school or school district offers "exploratory" courses is locally determined. • The length of "exploratory" courses is locally determined.	Desk Audit	School Improvement Team

English-language arts

Rule	Code
12.5(4) a. *English-language arts*. English-language arts instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content Standards 256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• English-language arts must be taught in **each** of grades 7-8. • Not all content specifications (e.g., speaking, listening, and reading) listed for English-language arts need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into reading standards and benchmarks. • The time allocated to English-language arts and its content specifications is locally determined. • English-language arts and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Literacy Standards School Improvement Team

Social Studies

Rule	Code
12.5(4) b. *Social studies*. Social studies are as referenced in Iowa Code section 256.7(26)*"a"(3)*.	256.7(26)"a"(3) Content Standards 256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Social studies must be taught in **each** of grades 7-8. • Not all content specifications (e.g., history, economics, and geography) listed for social studies need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to social studies and its content specifications is locally determined. • Social studies and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Social Studies Standards School Improvement Team

Mathematics

Rule	Code
12.5(4) c. *Mathematics*. Mathematics instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content Standards 256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Mathematics must be taught in **each** of grades 7-8. • Not all content specifications (e.g., ratio, proportion, and percent) listed for mathematics need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into mathematics standards and benchmarks. • The time allocated to mathematics and its content specifications is locally determined. • Mathematics and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Mathematics Standards School Improvement Team

Science

Rule	Code
12.5(4) d. *Science*. Science instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content Standards 256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Science must be taught in **each** of grades 7-8. • Not all content specifications (e.g., life, earth, and physical) listed for science need to be covered at each grade level 7-8, but all content specifications must be covered at some time. It is locally determined how to incorporate the content specifications into science standards and benchmarks. • The time allocated to science and its content specifications is locally determined. • Science and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Science Instruction School Improvement Team

Health

Rule	Code
12.5(4) e. *Health*. Health instruction is as referenced in Iowa Code sections 256.7(26)"a"(3) and 279.50	256.7(26)"a"(3) Content Standard 256.11(4) Education Standards 279.50 Human Growth and Development Instruction

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Health must be taught in **each** of grades 7-8. • The time allocated to health and its content specifications is locally determined. • Health and its content specifications do not need to be separate "units" or "activities." • A pupil is not required to enroll in health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). • Health may be taught in the middle school by a teacher who has a 7-12 endorsement before 1988, or has a K-8 Health endorsement, or has a K-8 endorsement prior to 1988, or has a middle school endorsement, or has a 5-12 health endorsement.	Desk Audit	Health Instruction School Improvement Team

Physical Education

Rule	Code
12.5(4) f. *Physical education*. Physical education will include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; and leisure and lifetime activities.	256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Physical education must be taught in **each** of grades 7-8. • Not all content specifications (e.g., cardiovascular endurance, muscular strength, and flexibility) listed for physical education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to physical education and its content specifications is locally determined. • Physical education and its content specifications do not need to be separate "units" or "activities." • A pupil is not required to enroll in physical education courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). • Recess does not meet the physical education requirement.	Desk Audit	Physical Education Instruction School Improvement Team

Music

Rule	Code
12.5(4) g. *Music*. Paragraph 12.5(3)"h" applies, with the addition of using music as an avocation or vocation.	256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Music must be taught in **each** of grades 7-8. • Not all content specifications (e.g., singing, playing, and reading music) listed for music need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to music and its content specifications is locally determined. • Music and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Music School Improvement Team

Visual Art

Rule	Code
12.5(4) h. *Visual art*. Paragraph 12.5(3)"i" applies, with the addition of using visual arts as an avocation or vocation.	256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Visual art must be taught in **each** of grades 7-8. • Not all content specifications (e.g., evaluating the visual world, understanding the visual arts, and making art) listed for visual art need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to visual art and its content specifications is locally determined. • Visual art and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Visual arts School Improvement Team

Career Education

Rule	Code
12.5(4) i. *Career education*. Career education instruction will 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 paragraph does not apply to nonpublic schools. However, nonpublic schools will comply with subrule 12.5(7).	256.11(4) Education Standards 279.61 Individual Career and Academic Plan

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This requirement applies only to public school districts.* • Career education must be taught in **each** of grades 7-8. • Not all content specifications (e.g., career exploration, career decision making, and work skills) listed for career education need to be covered at each grade level 7-8, but all content specifications must be covered at some time. • The time allocated to career education and its content specifications is locally determined. • Career education and its content specifications do not need to be separate "units" or "activities."	Desk Audit	Career and Academic Planning School Improvement Team

Computer Science

Rule	Code
12.5(4) j. *Computer science*. Computer science instruction incorporating the standards established under Iowa Code section 256.7(26)"a"(4) will be offered in at least one grade level.	256.7(26)"a"(4) Content Standards 256.11(4) Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Computer science must be taught in at least one grade level, 7-8. • The time allocated to computer science and its content specifications is locally determined. • Computer science and its content specifications do not need to be separate "units" or "activities."	Assurance Desk Audit	Computer Science Instruction School Improvement Team

Secondary Credit

Rule	Code
12.5(4) k. *Secondary credit*. Secondary credit will be awarded as referenced in Iowa Code section 256.7(26)"a"(1).	256.7(26)"a"(1)

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The content specifications listed in subrule 12.5(5) apply to grades 9 – 12. • Enrollment must be based on specific criteria other than age or grade level.	Desk Audit	School Improvement Team

High school program, grades 9 through 12 (a-l)

Rule	Code
12.5(5) High school program, grades 9 through 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(13). The following will be offered and taught as the minimum program as referenced in Iowa Code section 256.11(5). All students in schools and school districts shall satisfactorily complete requirements as referenced in Iowa Code sections 256.7(26), 256.11(5)"b" and "g," and 256.11(6)"c" in order to graduate. It is locally determined how to incorporate the content specifications into relevant standards and benchmarks. In implementing the high school program standards, the following curriculum standards apply:	256.11(5) Educational Standards for grades 9-12 256.7(26) Content Standards 256.11(5)"b" and "g," 256.11(6)"

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• These eleven curricular areas must be **annually** offered and taught in grades 9-12. There is one exception: chemistry and physics as defined in 12.5(5)(d) may be taught in alternate years. • The minimum number of "units" for each curricular area must be offered and taught annually. • Not all content specifications listed for a content area need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined how to incorporate the content specifications into, at a minimum, standards and benchmarks in reading, mathematics, and science. • Courses may be labeled by the "content specifications" listed for each content area, but they do not have to be. • "Offer and teach" means that the school or school district must make students aware of the offering and must employ an appropriately licensed teacher to teach the course. "Offer and teach" also means that the appropriately licensed teacher must instruct the students. • "Offer and teach" units may be met in the following ways with an appropriate Iowa- licensed teacher: 1) direct instruction by a teacher onsite; 2) whole-grade sharing pursuant to Iowa Code section 282.10; 3) written agreement to jointly employ or share teachers pursuant to Iowa Code section 280.15--school districts only; and 4) through community colleges—for vocational education only pursuant to 12.5(5)(i). • When a course is offered only for secondary credit through a post-secondary institution, the teacher must hold proper secondary licensure. • When a course is offered for dual credit through a post-secondary institution and the instructor is employed by the post-secondary institution, the instructor must meet the employment criteria set by the post-secondary institution.	SRI Desk Audit	School Improvement Team

English - Language Arts

Rule	Code
12.5(5) a. *English-language arts (six units)*. English-language arts instruction is as referenced in Iowa Code section 256.7(28).	256.7(28) Content Standards 256.11(5)"c" Educational Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• English-language arts must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for English-language arts must be offered and taught annually. • Not all content specifications listed for English-language arts (e.g., speaking, listening, nonverbal communication, and debate) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined how to incorporate the content specifications into reading standards and benchmarks. • The time allocated to each English-language arts "content specification" listed is locally determined. • English-language arts courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined.	Desk Audit SRI	Literacy Standards School Improvement Team

Social Studies

Rule	Code
12.5(5) b. *Social studies (five units)*. Social studies is as referenced in Iowa Code sections 256.7(26)"a"(3), 256.11(5)"b," and 280.9A.	256.7(26)"a"(3) Content Standards 256.11(5)"b," Education Standards 280.9A History and government required — voter registration

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Social studies must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for social studies must be offered and taught annually. • Not all content specifications listed for social studies (e.g., citizenship, economics, and geography) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. • The time allocated to each social studies "content specification" listed is locally determined. • Social studies courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined.	Desk Audit SRI	Social Studies Standards School Improvement Team

Mathematics

Rule	Code
12.5(5) c. *Mathematics (six units)*. Mathematics instruction is as referenced in Iowa Code sections 256.7(28) and 256.11(5)"d" through "e," including: (1) Four sequential units that are preparatory to postsecondary educational programs. (2) Two additional units.	256.7(28) Content Standards 256.11(5)"d" through "e," Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Mathematics must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for mathematics must be offered and taught annually. • Not all content specifications listed for mathematics (e.g., algebra, geometry, trigonometry, and statistics) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined how to incorporate the content specifications into mathematics standards and benchmarks. • The time allocated to each mathematics standard listed is locally determined. • Mathematics courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • The two additional units of mathematics may include instruction related to applied sciences, technology, engineering, or manufacturing, including transportation, distribution, logistics, architecture, and construction, which may be offered and taught through dedicated units of coursework or through units that also meet the requirements of the courses related to career and technical education in this service area.	Desk Audit SRI	Mathematics Standards School Improvement Team

Science

Rule	Code
12.5(5) d. *Science (five units).* Science instruction is as referenced in Iowa Code sections 256.7(28) and 256.11(5)"a.	256.7(28) Content Standards 256.11(5)"a." Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Science must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for science must be offered and taught annually. • Not all content specifications listed for a science (e.g., biological science, earth science, and physical science) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. It is locally determined how to incorporate the content specifications into science standards and benchmarks. • The time allocated to each science "content specification" listed is locally determined. • Science courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • Physics and chemistry may be offered every other year. • The five units of science may include not more than two units of instruction related to agriculture, which may be offered and taught through dedicated units of agriculture coursework or through units that also meet the requirements of the courses related to career and technical education in this service area.	Desk Audit SRI	Science Instruction School Improvement Team

Health

Rule	Code
12.5(5) e. *Health (one unit)*. Health instruction is as referenced in Iowa Code sections 256.7(26)"a"(3), 256.11(5)"j," and 279.50.	256.7(26)"a"(3) Content Standards 256.11(5)"j," Education Standard 279.50 Human Growth and Development Instruction

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Health must be **annually** offered and taught in grades 9-12. • The minimum of one unit for health must be offered and taught annually. • The same semester health course offered twice a year does NOT meet the one-unit requirements. • The time allocated to each health "content specification" listed is locally determined. • Health courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • A pupil is not required to enroll in health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6).	Desk Audit SRI Assurance	Health Instruction School Improvement Team

Physical Education

Rule	Code
12.5(5) f. *Physical education (one unit)*. Physical education, as well as any exemption or excusal, is as referenced in Iowa Code sections 256.11(5)"g" and 256.11(18).	256.11(5)"g" Education Standards 256.11(18) Legislative page

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Physical education must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for physical education must be offered and taught annually. • Not all content specifications listed for physical education (e.g., cardiovascular endurance, muscular strength/flexibility and games) need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. • The time allocated to each physical education "content specification" listed is locally determined. • Physical education courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined. • One-eighth unit per semester equals 900 minutes of physical education per semester for each physically able student enrolled. • All physically able students must participate in physical education EACH semester in which they are enrolled. • Only when participation in an organized and supervised athletic program (which might be participation in more than one sport during a semester) equals 900 minutes (at least one-eighth unit per semester) during a semester may a student be excused from physical education for that semester. • For purposes of this section, an organized and supervised athletic program is one that is sponsored by the school or school district and employs licensed and appropriately endorsed staff. To qualify as organized and supervised athletic programs, for example, cheerleading squads, dance squads, and show choirs must be supervised by employees with coaching endorsements. • A pupil is not required to enroll in physical education courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs pursuant to Iowa Code section 256.11(6). • *Note: Local physical education waivers pursuant to rules described in 12.5(5)(f) are "student by student" local decisions. A school or school district should not apply these exemptions en masse to entire groups of students.*	Desk Audit SRI	Physical Education Instruction School Improvement Team

Fine Arts

Rule	Code
12.5(5) g. *Fine arts (two units)*. Fine arts instruction will include at least two of the following: (1) Dance. Dance instruction encompasses developing basic movement skills, elementary movement concepts, study of dance forms and dance heritage, participating in dance, evaluating dance as a creative art, and using dance as an avocation or vocation. (2) Music. Music instruction 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 encompasses 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 includes 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.	256.11(5)"i" Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Which two (at a minimum) fine arts areas a school or school district chooses to offer and teach is locally determined. • Fine arts must be **annually** offered and taught in grades 9-12. • The minimum number of "units" for fine arts must be offered and taught annually. • Not all content specifications listed for fine arts (e.g., listening to music, study of dance forms, creating theatre through artistic collaboration, and making art) need to be covered at each grade level 9-12, but all content specifications in the chosen areas must be covered at some time within those grade spans. • The time allocated to each fine arts "content specification" listed is locally determined. • Fine arts courses may be labeled by the "content specifications" listed, but they do not have to be. • Specific content taught for each content specification is locally determined.	Desk Audit SRI	Fine Arts School Improvement Team

World Language

Rule	Code
12.5(5) h. *World language (two units)*. The world language program will be a two-unit sequence of uninterrupted study in at least one language, which may include American Sign Language.	256.11(5)"f" Education Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The world language (or languages) a school or school district offers and teaches is locally determined. • World language must be annually offered and taught in grades 9-12. • The minimum number of "units" for foreign language must be offered and taught annually. • Not all content specifications listed for world language (e.g., ratable oral proficiency, reading comprehension, and writing proficiency) need to be covered at each grade level 9-12, but all content specifications in the chosen areas must be covered at some time within those grade spans. • The time allocated for world language "content specifications" listed is locally determined. • Specific content taught for each content specification is locally determined.	Desk Audit SRI	World Language Instruction School Improvement Team

Career Education

Rule	Code
12.5(5) i. *Career and technical education service areas—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, will be taught in four of the six service areas as referenced by Iowa Code section 256.11(5)"h"; Iowa Code chapter 256, subchapter VII, part 2; and 281—Chapter 46.	256.11(5)"h"; Education Standards Iowa Code chapter 256, subchapter VII, part 2 Community Colleges and Post-Secondary Readiness

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: These requirements apply only to public school districts.* • Whether students have to take courses in a specific order is a local decision. (The order in which competencies are covered is a local decision.) • Two or more service areas could share in common the same core course as one (or part) of the required units for each service area. • The district may use the state-developed competencies, use competencies developed through a consortium, or develop its own competencies for vocational education. • How the district delivers the competency-based instruction and evaluates competency attainment is a local decision. • The district may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with another district. • The district must have an articulation agreement for each of its four vocational service areas. This could be four separate articulation agreements or multiple areas covered under a single agreement. • Two or more service areas could share in common the same core course as one (or part) of the required units for each service area. • An advisory committee that assists in vocational education planning and evaluation has to exist in some form. This does not have to be a separate committee; however, the district must demonstrate that the committee or committees are meeting the stated vocational obligations. • To what degree the district uses the advisory committee to assist in vocational education planning and evaluation is a local decision. • The district should show, at a minimum, that an effort has been made to seek committee representation from the required groups. How the district demonstrates this effort is a local decision. • *Note: Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the CTE advisory committee, defines gender balance as half and half for even-numbered committees or half plus one for odd-numbered committees*. • Instructional programs that include work-based learning may be provided when school is not in session, including but not limited to during the summer months	Desk Audit SRI Assurance	Career and Technical Education School Improvement Team

Career Education - Nonpublic Schools

Rule	Code
12.5(5) j. *Vocational education/nonpublic schools (five units).* A nonpublic school that provides an educational program that includes grades 9 through 12 will comply with Iowa Code section 256.11B.	256.11B Career Education for Nonpublic Schools

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The nonpublic school has broad discretion as to the areas of occupational subjects to offer. • The nonpublic school may use the state-developed competencies or develop its own for vocational education. • The nonpublic school may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with a district that includes vocational articulation agreements. • How vocational instruction is delivered is a local decision.	Desk Audit SRI Assurance	Financial Literacy Instruction School Improvement Team

Personal Finance

Rule	Code
12.5(5) k. *Personal finance literacy (one-half unit).* Iowa Code section 256.11(5)"k" is incorporated by this reference.	256.11(5)"k" Education standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Personal Finance must be annually offered and taught in grades 9-12. • The time allocated to each personal finance "content specification" listed is locally determined. • It is a local decision if students will be required to complete a personal finance course for graduation.	Desk Audit SRI Assurance	Financial Literacy Instruction School Improvement Team

Computer Science

Rule	Code
12.5(5) I. *Computer science (one-half unit).* Iowa Code section 256.7(26)"a"(4) is incorporated by this reference.	256.11(5)"l" Education Standards 256.7(26)"a"(4) Content Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The minimum of one one-half unit for computer science must be offered and taught annually in grades 9-12. • Not all content specifications listed for computer science need to be covered at each grade level 9-12, but all content specifications must be covered at some time within those grade spans. • The time allocated to each computer science standard is locally determined. • Specific content taught for each content specification is locally determined.	Desk Audit SRI Assurance	Computer Science Instruction School Improvement Team

Exemption from Physical Education

Rule	Code
12.5(6) Exemption from physical education course, health course, physical activity, or cardiopulmonary resuscitation course completion. Exemptions from these activities are governed by Iowa Code section 256.11(5)"g" and 256.11(6).	256.11(5)"g" Unit Required 256.11(6) Exemptions for Physical Education and Health Courses

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
How a school or school district processes these requests is a local decision. These requests and local waivers are a "student-by-student" process. Students who are excused from the PE requirements are also excused from the fitness testing.	Desk Audit	Physical Education Instruction School Improvement Team

Career Education

Rule	Code
12.5(7) Career education. Iowa Code sections 256.9(42), 279.61, and 280.9 are incorporated by this reference.	256.9(42) Career Standards for Teachers 279.61 Individual career and academic plan 280.9 Career education

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• These five content specifications (e.g., awareness of self in relation to others and the needs of society, exploration of employment opportunities, and development of employability skills) must be incorporated into the total educational program. • Not all content specifications listed above need to be covered at each grade level PK through grade 12, but all content specifications must be covered at some time. It is a local decision about how to incorporate the content specifications into standards and benchmarks. • The time allocated to each content specification is a local decision. • The content specifications do not need to be separate “units” or “activities. • The method by which career education is incorporated into the total educational program is a local decision.	Desk Audit	Career and Academic Planning School Improvement Team

Age - appropriate, multicultural and gender-fair approaches to the Educational Program

Rule	Code
12.5(8) Age-appropriate, multicultural and gender-fair approaches to the educational program. Iowa Code section 256.11's provisions for an age-appropriate, multicultural, and gender-fair program are incorporated by this reference	256.11 Educational Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Board policy content is locally determined provided that a reasonable person could ascertain from the plain language of the policy that students are free from discriminatory practices in the educational program. • How a school or school district involves parents, students, staff, and the community in the development or revision of board policy is locally determined. • The process for policy development or revision does not have to be completed by a separate MCGF committee or different from a regular policy review committee. • Whether or not the school or school district has MCGF goals in its CSIP in addition to student learning goals, local indicators, long-range goals, content standards, and/or annual improvement goals is locally determined. • Local MCGF goals may address any of the following: inclusion of contributions and perspectives of diverse racial/ethnic groups, including men and women and persons with disabilities; awareness of and respect for diversity; living skills related to diversity; and/or achievement goals for student subgroups. • By what methods and to what degree a school or school district incorporates multicultural approaches and gender fair approaches into its total educational program are locally determined.	Desk Audit	Equity Compliance School Improvement Team

Special Education

Rule	Code
12.5(9) Special education. The board of each school district shall provide special education programs and services for its resident children that comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280.	256 Department of Education 256B Special Education 273 Area Education Agencies 280 Uniform School Requirements

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: These requirements apply only to public school districts. • Iowa Administrative Rules of Special Education (281—IAC Chapter 41) • Administrative rules for special education		Special Education

Global Education

Rule	Code
12.5(10) Global education. Iowa Code section 256.11's provisions for a global education are incorporated by this reference.	256.11 Educational Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• How the school or school district incorporates global education is a local decision. • The total educational program means every grade level that a school or school district operates. • The total educational program means all curricular areas (e.g., mathematics, language arts, fine arts, social studies, science, health, physical education, and vocational education).		School Improvement Team

Gifted and Talented Students

Rule	Code
12.5(11) Provisions for gifted and talented students. Iowa Code sections 257.42 through 257.49 are incorporated by this reference.	257.42 through 257.49 Gifted and Talented Children

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• *Note: This requirement applies only to public school districts*. • School districts must submit a program plan for gifted and talented students to the department of education annually. • School districts are required to provide a gifted and talented program for all identified students regardless of grade level. Iowa Code section 257.44 defines a gifted and talented child without regard to grade level. If a child can be identified as talented and gifted, the programming must be made available to that child. • A school district must have separate program goals and performance measures for its gifted and talented program (more than one goal). • School districts are required to provide systematic identification criteria and procedures for gifted and talented students in all grade levels. Procedures for identification shall not be arbitrary and capricious and must contain multiple measures. How a district selects students for gifted and talented services is a local decision. • Provisions for gifted and talented students must be offered during the regular school day. • The district must provide services to meet both the cognitive and affective needs of gifted and talented students. How a school district differentiates its program to meet the cognitive and affective needs of gifted and talented students is a local decision. • The district must provide more than the regular curriculum for gifted and talented students (e.g., acceleration, compacting, and/or enrichment to and beyond the regular curriculum). This differentiation may occur in a variety of ways (e.g., pull-out, within a regular classroom setting, or off-site). • The district must provide professional development with regard to gifted and talented students. Professional development frequency, content, and recipients are local decisions. • The district must provide qualified staff to administer the gifted and talented program K-12. How the district decides to staff the gifted and talented program is locally determined. • The district must evaluate its gifted and talented program. The content and frequency of the district's evaluation of its gifted and talented program are locally determined. • The district receives funding for gifted and talented students through general school aid. The district must have a separate budget for gifted and talented programming. • The district must provide qualified personnel to oversee the gifted and talented program.	CASA	Gifted and Talented Programs School Improvement Team

At-Risk Students

Rule	Code
12.5(12) Provisions for at-risk students. Iowa Code sections 280.19 and 280.19A are incorporated by this reference.	280.19 At-risk Children 280.19A Alternative Education Programs

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • How a district identifies its at-risk students is a local decision. • The district may provide an at-risk program through a sharing agreement with a contiguous district or through a program available at its local community college serving its merged area. • The district determines the kinds of appropriate, ongoing educational strategies to meet its students' needs. These are locally determined. • The content, frequency, and method of the district's evaluation of its at-risk program are locally determined. • Whether or not the school district has separate at-risk program goals, objectives, and activities in its CSIP in addition to student learning goals, local indicators, long-range goals, content standards, annual improvement goals, and/or action plans is locally determined. • How the school district incorporates at-risk program goals into its CSIP is locally determined. • The district determines the kinds of appropriate, ongoing educational strategies to meet its students' needs. These are locally determined.		At-Risk School Improvement Team

Unit

Rule	Code
12.5(13) Unit. A unit is a course that 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 a flexible student and school support program filed as prescribed in rule 281—12.9(256). A fractional unit will 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, unless otherwise provided by Iowa Code section 256.11.	256.11 Educational Standards

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
The use of “equivalent” allows alternative scheduling arrangements such as 4 block schedules, **so long as the course has 120 hours** of instruction. Teaching the same course (same curriculum) that is one unit (e.g., Biology I—all year) multiple times (with more than **one** section) by the same teacher or different teachers still counts as only one unit for purposes of accreditation. • Districts and schools participating in competency-based pathways will determine proficiency levels and appropriate assessments to demonstrate the skills and knowledge required to be successful at the next level. https://educate.iowa.gov/media/4800/download?inlineThis rule applies only to grades 9-12.The number of hours a school or school district provides for content areas/courses in grades K-8 is locally determined.	Desk Audit	School Improvement Team

Credit

Rule	Code
12.5(14) Credit. A student shall receive a credit or a partial credit upon successful completion of a course that meets one of the criteria in subrule 12.5(13). 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.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• A student shall receive a credit or a partial credit upon successful completion of a course that meets one of the criteria in subrule 12.5(13). • How and whether the board awards credit based on demonstration of competencies in lieu of “seat time” is locally determined. • The amount of credit granted for a course is locally determined.	Desk Audit	School Improvement Team

Subject offering

Rule	Code
12.5(15) Subject offering. Except as provided for under subrule 12.5(20), a subject is 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 the possible value of the subject. A subject is regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined herein. Subjects that 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).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• "Offer and teach" requirements apply only to the minimum curriculum standards in Division V. • The type of instructional materials provided is locally determined. • How the school or school district informs students about the possible value of a subject is locally determined. • It is not sufficient for a district to "offer" a course in the high school program (grades 9-12) and have no students receiving instruction--the course must be "taught." • Students enrolled in a course may not be enrolled for a second time if they have already received full credit for the same course to count a course as "taught." • "Offer and teach" may be offered outside the school day only if they are also available during the school day (e.g., early bird classes).	Fall BEDS Staff	School Improvement Team

Twenty-first-century learning skills

Rule	Code
12.5(16) Twenty-first century learning. Twenty-first century learning skills are as referenced in Iowa Code section 256.7(26)“a”(3).	256.7(26)“a”(3) Content Standard

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Not all components listed for each twenty-first- century skill need to be covered at each grade level, but all components must be covered at some time during grades kindergarten through twelve. • The five twenty-first-century learning skills do not need to be separate courses, units, or activities. • The time allocated to each of the five twenty-first-century learning skills is locally determined.		Twenty-first Century Skills School Improvement Team

Early intervention

Rule	Code
12.5(17) Early intervention program. Iowa Code section 279.50(8) is incorporated by this reference.	The subrule is obsolete and will be repealed at a future date.

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The subrule is obsolete and will be repealed at a future date.		

Physical activity

Rule	Code
12.5(18) Physical activity. a. Iowa Code sections 256.11(6) and 256.11(18) are incorporated by this reference. In no event may a school or school district reduce the regular instructional time, as defined by "unit" in subrule 12.5(13), 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. b. 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	256.11(6) Physical Education or Health Courses Exemption 256.11(18) Physical Education Exemption

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The physical activity requirements can be adjusted based on alignment of grades in an attendance center. The breakdown of K-5 and 6-12 reflects the basic intent of the law that students in self-contained classrooms must have 30 minutes a day; those with multiple teachers must have 120 minutes a week. Generally speaking, then, students in a K-6 elementary building must have 30 minutes of physical activity daily. Students in a 5-8 middle school may adhere to the weekly requirement of 120 minutes. • Legislation states the amount of physical activity is a weekly requirement; it cannot be averaged out over a month, semester, or year. • Physical activity is not synonymous with physical education. • Physical activity requirements do not change the physical education requirements contained within Chapter 12.	Desk Audit	Physical activity School Improvement Team

Cardiopulmonary resuscitation course completion

Rule	Code
12.5(19) Cardiopulmonary resuscitation course completion. Cardiopulmonary resuscitation course completion requirements are as referenced in Iowa Code section 256.11(6)	256.11(6) Cardiopulmonary Resuscitation Requirement and Waiver

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Must complete a course that would lead to certification but do not need to receive certification.	Desk Audit	CPR School Improvement Team

Contracted courses used to meet school or school district requirements

Rule	Code
12.5(20) Contracted courses used to meet school or school district requirements. Contracted courses used to meet school or school district requirements are as referenced in Iowa Code section 279.50A.	279.50A Agreement with a Community College

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Desk Audit	School Improvement Team

Rule 12.6 - Activity Program

General guidelines/Activities Program

Rule	Code
12.6(1) General guidelines/Activities Program. Each board will sponsor a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program will be supervised by qualified professional staff and designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• This provision relates to any activity provided by or under the auspices of the school for students, from athletics to arts, contests, etc. • A balance of activities must be provided so that there will be opportunities for all students to participate in something. • The person who supervises the entire activity program (e.g., the activity director) must be properly endorsed. • Only the coach or sponsor of an athletic activity must have the proper endorsement. (Whether or not an activity is designated as an “athletic” activity is a local decision.) • Coaches or sponsors of activities that are not designated as athletic do not have to be licensed teachers or have any special endorsement. (However, these individuals must be under the supervision of a licensed or endorsed school employee.)	Desk Audit Fall BEDS Staff	School Improvement Team

Supervised intramural sports

Rule	Code
12.6(2) Supervised intramural sports. If the board sponsors a voluntary program of supervised intramural sports for pupils in grades 7 through 12, qualified personnel and adequate facilities, equipment, and supplies will be provided. Middle school grades below grade 7 may also participate.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Intramural sports are not interchangeable with extracurricular interscholastic activities competition as outlined in 281-36	Desk Audit	School Improvement Team

Rule 12.7- Professional Development (1) & (2)

Professional Development (1)

Rule	Code
12.7(1) Staff development for accredited schools and school districts. The standards set forth in the following Iowa Code sections apply to staff development for accredited schools and school districts: Iowa Code sections 256.7(3), 256.7(25), 256.9(47), 256.9(49), and 256.9(62) and chapter 284.	256.7(3) Practitioner program professional development 256.7(25) Individual teacher professional development plans 256.9(47) Standards for school administrators 256.9(49) Content Standards 256.9(62) Responses to behavior in the classroom 284 Teacher performance, compensation and career development

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • "All staff" includes classified/non-certified and licensed/certificated staff responsible for delivery of instruction. • How often the school district provides professional development is a local decision. • The process of gathering and the types of student information gathered are local decisions. This information may determine the content of local professional development. • The process of gathering and the types of staff information gathered are local decisions. This information may determine the content of local professional development.	Desk Audit	Teacher Quality School Improvement Team

Professional Development (2)

Rule	Code
12.7(2) Professional development activities will align with district goals; will be based on student and staff information; will prepare all employees to work effectively with diverse learners and to implement age-appropriate, multicultural, gender-fair approaches to the educational program; and will adhere to the professional development standards	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Note: This requirement applies only to public school districts. • The professional development standards in 281—IAC 83.6(1) specify the following requirements regarding implementation of the school district's professional development plan: • Professional learning increases educator effectiveness and results for all students when it: 1. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 2. Requires skillful leaders to develop capacity, advocate, and create support systems for professional learning. 3. Prioritizes, monitors, and coordinates resources for educator learning. 4. Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate the effectiveness of instruction. 5. Integrates theories, research, and models of human learning to achieve intended outcomes. 6. Applies research on change and sustains support for implementation of professional learning for long-term change. 7. Aligns its outcomes with educator performance and student curriculum standards • Professional development must be related to priorities as stated in the local CSIP • The process of gathering and the types of staff information gathered for each attendance center is a local decision. • The specific Iowa teaching standards addressed by the attendance center plan is a local decision. • Attendance center professional development must align to the district professional development plan and student achievement goals stated in the local CSIP. • The purpose of the individual plan is to promote individual and collective professional development. At a minimum, the goals for an individual teacher professional development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district, as outlined in the comprehensive school improvement plan, and the needs of the teacher. • The goals shall go beyond those required under the attendance center professional development plan. • The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined content to the extent possible. • The individual plan shall be developed by the teacher in collaboration with the teacher's evaluator. An annual meeting shall be held between the teacher's evaluator and the teacher to review the goals and refine the plan. • The amount of funds budgeted for professional development for all employees is a local decision.	Desk Audit	Teacher Quality School Improvement Team

Rule 12.8 - Accountability for Student Achievement

School improvement advisory committee

Rule	Code
12.8(1) School improvement advisory committee. Each school and school district will establish a school improvement advisory committee that is governed by Iowa Code section 280.12. *a. Community involvement.* (1) Local community. The school or school district will involve the local community in decision-making processes as appropriate. The school or school district will seek input from the local community about, but not limited to, the following elements at least once every five years: 1. Statement of philosophy, beliefs, mission, or vision; 2. Major educational needs; and 3. Student learning goals. (2) School improvement advisory committee. To meet the provisions of Iowa Code section 280.12(2), the board will appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, the committee will make recommendations to the board about the following components: 1. Major educational needs; 2. Student learning goals; 3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and 4. Harassment or bullying prevention goals, programs, training, and other initiatives. (3) At least annually, the school improvement advisory committee will also make recommendations to the board with regard to, but not limited to, the following: 1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3); 2. Progress achieved with other locally determined core indicators; and 3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement.	280.12 School improvement advisory committee

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• How the school or school district defines "local community" is a local decision. • How the school or school district seeks input from the community is a local decision. • A school or school district is not limited to conducting a needs assessment only once every five years. • What titles/labels the school or school district uses to identify elements #1-3 in this rule is locally determined. • “Student learning goals” means general statements of expectations for all graduates. • The type and number of student learning goals are locally determined. • The name of this advisory committee is a local decision. • Board minutes indicate that the SIAC is board-appointed. • The SIAC shall consist of members representing the following: parents, students, teachers, administrators, and community members. • To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. • What processes the school or school district uses to obtain recommendations from the advisory committee for the board with regard to components #1-4 in this rule is locally determined. • The SIAC must meet at least once each year to fulfill this requirement. • "Locally-determined indicators" may include, but are not limited to, the following: attendance, suspensions, % students who are migratory, % parents/guardians who participate in conferences, % students who participate in extracurricular activities in grades 7-12. • The SIAC must be provided the opportunity to make recommendations to the board about the annual improvement goals for the next year.	Desk Audit	School Improvement Team

Data collection, analysis and goal setting

Rule	Code
12.8(1) b. *Data collection, analysis, and goal setting.* 1) Policy. The board will adopt a policy for conducting ongoing and long-range needs assessment processes. This policy will ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners. The policy will include provisions for keeping the local community regularly informed of progress on state indicators as described in subrule 12.8(3), other locally determined indicators and the methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually. The policy will describe how the school or school district will provide opportunities for local community feedback on an ongoing basis. 2) Long-range data collection and analysis. The long-range needs assessment process is to include provisions for collecting, analyzing, and reporting information derived from local, state, and national sources. The process will include provisions for reviewing information acquired over time on the following: 1) State indicators and other locally determined indicators; 2) Locally established student learning goals; and 3) Specific data collection required by federal and state programs. Schools and school districts are to also collect information about additional factors influencing student achievement that may include, but are not limited to, demographics, attitudes, health, and other risk factors. 3) Long-range goals. The board, with input from its school improvement advisory committee, will adopt long-range goals to improve student achievement in at least the areas of reading, mathematics, and science. 4) Annual data collection and analysis. The ongoing needs assessment process will include provisions for collecting and analyzing annual assessment data on the state indicators, other locally determined indicators, and locally established student learning goals. 5) Annual improvement goals. The board, with input from its school improvement advisory committee, will adopt annual improvement goals based on data from at least one district wide assessment. The goals will describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention program as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The board policy subject matter required in this rule may be incorporated among several policies; the subject matter does not have to appear in one policy. • Board policies have to cover the subject matter in these requirements; however, board policy substance is locally determined. • The board policy subject matter "methods to inform kindergarten through grade 3 parents of their individual child's performance biannually" only applies to school districts, not accredited nonpublic schools. • The process for collection and analysis of long-range needs assessment data is locally determined. • The comprehensive school improvement plan (CSIP) must contain long-range data collection and analyses for each of the following state indicators: 1. Reading 2. Mathematics 3. Science 4. Dropouts 5. High school seniors intending to pursue post-secondary education 6. High school students/indicators of post-secondary success 7. High school graduates completing core program • “Analysis” means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction. • “Additional factors” are locally determined indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a). • “Long-range goals” means desired targets to be reached over an extended period of time. • For long-range goals written under 281—IAC 12.8 (for accredited nonpublic schools and school districts that choose to write long-range goals in addition to the state trajectory goals for reading and mathematics), the following criteria apply: • Long-range improvement goals may or may not contain a percentage increase. • A long-range goal may contain more than one content area. • Long-range goals may be based upon a specific subgroup, not necessarily based on an entire population. • Long-range improvement goals must be based on improving student achievement, not maintaining student achievement. • The long-range goal might not contain the words “reading,” “mathematics,” or “science,” but the goal must contain language that leads to the improvement of achievement in those areas (e.g., a literacy goal). • Long-range goals may address areas in addition to reading, mathematics, and science. These additional areas are locally determined. • The long-range goal should be aligned with needs assessment data. • Note: Any accredited nonpublic school or public school district that houses students in grades eight or eleven must have a long-range goal(s) for science. A district or accredited nonpublic school is not required to have a long-range goal in science if it does not house grades eight or eleven. • What process a school or school district uses to collect and analyze annual data is locally determined. • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining current levels of achievement.	Desk Audit	School Improvement Team

Content standards and benchmarks

Rule	Code
12.8(1) c. *Content standards and benchmarks.* (1) Policy. The board will adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. The policy will describe a process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. (2) Content standards and benchmarks. The board will adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation. Included in the local standards and benchmarks are the core content standards from Iowa's approved standards and assessment system under the applicable provisions of the federal Elementary and Secondary Education Act. Standards and benchmarks may be adopted for other curriculum areas defined in rule 281—12.5(256).	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Board policies have to cover the subject matter of this requirement; however, board policy substance is locally determined. • Local standards and benchmarks for reading, mathematics, and science shall include, at a minimum, the core content standards from Iowa's approved standards and assessment system under the applicable provisions of the federal Elementary and Secondary Education Act.	Desk Audit	Standards, Instruction and Assessment School Improvement Team

Determination and implementation of actions to meet the needs

Rule	Code
12.8(1) d. *Determination and implementation of actions to meet the needs.* The school or school district will specify actions it will take in order to accomplish its long-range and annual improvement goals as established in Iowa Code section 280.12(1)"b." 1) Actions will include addressing the improvement of curricular and instructional practices to attain the long-range goals, annual improvement goals, and the early intervention goals as described in subrule 12.5(18). 2) A school or school district will document consolidation of state and federal resources and requirements. State and federal resources will be used, as applicable, to support implementation of the plan. 3) A school or school district may have building-level action plans.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Specific district-wide actions are locally determined. • The actions are aligned with long-range goals.	Desk Audit	School Improvement Team

Evaluation of plan

Rule	Code
12.8(1) e. *Evaluation of plan.* A school or school district will develop strategies to collect data and information to determine if it is accomplishing the goals it set.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• "Strategies" to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively. • Strategies to collect data and information are locally determined.	Desk Audit	School Improvement Team

Assessment of student

Rule	Code
12.8(1) f. *Assessment of student progress*. Each school or school district will provide for districtwide assessment of student progress for all students. It will identify valid and reliable student assessments aligned with local content standards, which include the core content standards referenced in subparagraph 12.8(1)“c”(2). These assessments are not limited to commercially developed measures. School districts receiving early intervention funding described in subrule 12.5(18) will provide for diagnostic reading assessments for kindergarten through grade 3 students. 1) State indicators. Using at least one districtwide assessment, a school or school district will assess student progress on the state indicators in reading, mathematics, and science as specified in subrule 12.8(3). At least one districtwide assessment will allow for the comparison of the school or school district’s students with students from across the state and in the nation in reading, mathematics, and science. 2) Performance levels. A school or school district will establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 4, 8, and 11 and science in grades 8 and 10 or use the achievement levels as established by the Iowa testing program to meet the intent of this subparagraph.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• District-wide means all attendance centers within a school district or accredited nonpublic school. • District-wide assessment means large-scale achievement or performance measures. • All students must participate in district-wide assessments unless a student’s IEP designates an alternate assessment. • The district-wide assessment plan must assess student progress on all content standards in reading, mathematics, and science. • *Note: These requirements apply only to public school districts accessing Iowa Early Literacy Intervention Program funds.* • Diagnostic assessments need to be administered at every grade K, 1, 2, and 3. • Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. • Districts do not have to assess all three areas (phonemic awareness, fluency, and comprehension) at each grade level; however, all three areas must be assessed at some time in the K-3 grade span. • Districts must determine the grade level at which to assess skills most appropriately. • Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade-level data. • The multiple measure/s can be given at any grade level. This is a local decision. • For accountability purposes, the ISASP meets the requirements for performance levels. • A school or school district may use multiple measures with performance levels. If these levels are determined locally, the school or school district should document how those levels were determined.		Summative Assessment School Improvement Team

Assurances and support

Rule	Code
12.8(1) g. *Assurances and support.* A school or school district will provide evidence that its board has approved and supports the actions under this rule. This assurance includes the commitment for ongoing improvement of the educational system.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• Within CASA, there is a list of assurances districts commit to.	Assurances	School Improvement Team

Statewide summative assessment

Rule	Code
12.8(1) h. *Statewide summative assessment*. 1) For purposes of this chapter, the statewide summative assessment of student progress administered by school districts for purposes of the core academic indicators is the summative assessment developed by the Iowa testing program within the University of Iowa college of education and administered by the Iowa testing program's designee. The department may require the Iowa testing program to enter into agreements with such designee to ensure the department is able to comply with Iowa Code chapter 256; this chapter; the provisions of the federal Every Student Succeeds Act, Pub. L. No. 114-95; the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; and any other applicable state or federal law. 2) For the school year beginning July 1, 2018, and each succeeding school year, the statewide summative assessment referred in this paragraph is to meet all of the following provisions: 1) All students enrolled in school districts in grades 3 through 11 will be administered an assessment in mathematics and English language arts, including reading and writing, during the last quarter of the school year, and all students enrolled in school districts in grades 5, 8, and 10 will be administered an assessment in science during the last quarter of the school year. 2) The assessment, at a minimum, will assess the core academic indicators identified in Iowa Code section 256.7(21)"b"; be aligned with the Iowa common core standards in both content and rigor; accurately describe student achievement and growth for purposes of the school, the school district, and state accountability systems; provide valid, reliable, and fair measures of student progress toward college or career readiness; and meet the summative assessment provisions of the federal Every Student Succeeds Act, Pub. L. No. 114-95. 3) The assessment will be available for administration in both paper-and-pencil and computer-based formats and include assessments in mathematics, science, and English language arts, including reading and writing. 4) The assessment will be peer-reviewed by an independent third-party evaluator to determine that the assessment is aligned with the Iowa core academic standards, provides a measurement of student growth and student proficiency, and meets the summative assessment provisions of the federal Every Student Succeeds Act, Pub. L. No. 114-95. The assessment developed by the Iowa testing service within the University of Iowa college of education will make any necessary adjustments as determined by the peer review to meet the provisions of this paragraph. 5) The costs of complying with this paragraph will be borne by the Iowa testing program within the University of Iowa college of education.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• The summative assessment developed by Iowa Testing Programs is the Iowa Statewide Assessment of Student Progress (ISASP). Students in grades 3-11 are required to take the English language arts tests (reading and language/writing) and the mathematics test. Students in grades 5, 8, and 10 are required to take the science test.		Summative Assessment School Improvement Team

Annual reporting

Rule	Code
12.8(2) Annual reporting. A school or school district will, at minimum, report annually to its local community about the progress on the state indicators and other locally determined indicators. *a. State indicators.* A school or school district will collect data on the following indicators for reporting purposes: 1) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law. 2) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law. 3) The percentage of all eighth and tenth grade students achieving proficient or higher science status using at least three achievement levels. 4) The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law. 5) The percentage of high school seniors who intend to pursue postsecondary education/training. 6) The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution. 7) The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• How school districts report the information to their community is determined locally		School Improvement Team

Annual progress report

Rule	Code
12.8(2) Annual reporting. *b. Annual progress report.* Each school or school district will submit an annual progress report to its local community, its respective area education agency, and the department. That report will be submitted to the department by September 15 of each year. The report will include the following information: 1) Baseline data on at least one districtwide assessment for the state indicators described in subrule 12.8(3). Every year thereafter the school or school district will compare the annual data collected with the baseline data. A school or school district is not to report to the community about subgroup assessment results when a subgroup contains fewer than ten students at a grade level. A school or school district will report districtwide assessment results for all enrolled and tuitioned-in students. 2) Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. Student achievement levels as defined by the Iowa Testing Program may be used to fulfill this provision. 3) Long-range goals to improve student achievement in the areas of, but not limited to, reading, mathematics, and science. 4) Annual improvement goals based on at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. One annual improvement goal may address all areas, or individual annual improvement goals for each area may be identified. When a school or school district does not meet its annual improvement goals for one year, it shall include in its annual progress report the actions it will take to meet annual improvement goals for the next school year. 5) Data on multiple assessments for reporting achievement for all students in the areas of reading, mathematics, and science. 6) Results by individual attendance centers, as appropriate, on the state indicators as stated in subrule 12.8(3) and any other locally determined factors or indicators. An attendance center, for reporting purposes, is a building that houses students in grade 4 or grade 8 or grade 11. 7) School districts are encouraged to provide information on the reading proficiency of kindergarten through grade 3 students by grade level. However, all school districts receiving early intervention block grant funds will report to the department the progress toward achieving their early intervention goals. 8) Other reports of progress as the director of the department requires and other reporting requirements as the result of federal and state program consolidation.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
		School Improvement Team

Accreditation, monitoring, and enforcement

Rule	Code
12.8(3) Accreditation, monitoring, and enforcement	256.11(10) 256.11(11) Recommendation to lose accreditation

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
		School Improvement Team

Rule 12.9 - Flexible student and school support program

General/Flexible student and school support program

Rule	Code
12.9(1) General/Flexible student and school support program. The flexible student and school support program is as referenced by Iowa Code section 256.11(8). Applications are due to the department on May 31 prior to the school year the application will be implemented. Each school district or nonpublic school approved to participate in the flexible student and school support program will file an annual report with the department on the status of the program in a format prescribed by the department by May 31. Participation in the flexible student and school support program may be renewed for additional periods of years, each not to exceed three years. The director may revoke approval of all or part of any application or approved education program if the annual report or any other information available to the department indicates that conditions no longer warrant use of an exemption or funding from the school district's flexibility account under Iowa Code section 298A.2(2). Notice of revocation must be provided by the director to the school district or nonpublic school prior to the beginning of the school year for which participation is revoked.	298A.2(2)

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• If a school/district has a high school(s) schedule in which students do not take ⅛ unit of PE each semester, they must have a Flexible Student and School Support (FS3) waiver. This includes school using trimester or block scheduling.	CASA	Flexible Student and School Support Waiver School Improvement Team

Annual report to the department.

Rule	Code
12.9(2) Annual report to the department. Each school district or nonpublic school approved to participate in the flexible student and school support program will file an annual report with the department on the status of the program in a format prescribed by the department by May 31.	

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	CASA	Flexible Student and School Support Waiver

Rule 12.10 - Independent accrediting agencies. Compliance required by a nonpublic school

Independent accrediting agencies. Compliance required by a nonpublic school.

Rule	Code
12.10 Independent accrediting agencies.	256.11(16)

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
• **Independently Accredited schools do not use this matrix.**		Nonpublic school independent accreditation

Rule 12.11 - High-quality standards for computer science

High-quality standards for computer science

Rule	Code
12.11 High-quality standards for computer science. Iowa Code sections 256.7(26) and 256.9(61) are incorporated by this reference. A computer science professional development incentive fund is established in the state treasury under the control of the department. The department may accept gifts, grants, bequests, and other private contributions, as well as state or federal moneys, for deposit in the fund. The department may disburse moneys contained in the fund for professional development activities or tuition reimbursement. Notwithstanding Iowa Code section 8.33, moneys in the computer science professional development incentive fund that remain unencumbered or unobligated at the close of the fiscal year will not revert but remain available for expenditure for the purposes designated until the close of the succeeding fiscal year. The department may disburse those moneys in the following ways: 1) A school district or accredited nonpublic school, or a collaborative of one or more school districts, accredited nonpublic schools, and area education agencies, may apply to the department, in the manner prescribed by the department, to receive moneys from the fund to provide proven professional development activities for Iowa teachers in the area of computer science education. 2) A school district or accredited nonpublic school may apply to the department, in the manner prescribed by the department, to receive moneys from the fund to provide tuition reimbursement for Iowa teachers seeking endorsements or authorizations for computer science under Iowa Code section 256.146(19)	256.7(26) Content Standards 256.9(61)

Rule Interpretation	Where data is submitted	Iowa Department of Education Contact
	Assurance	Computer Science Instruction School Improvement Team