

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

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

<p><b>Document Purposes:</b></p> <ol style="list-style-type: none"> <li>To provide <u>consistent</u> interpretation for non-compliance determinations.</li> <li>To provide <u>clear</u> interpretation for non-compliance determinations.</li> <li>To ensure that all schools/school district are meeting accreditation standards.</li> <li>To provide compliance information; however, the content in this document should not be construed to represent best practices in all areas.</li> </ol>	<p><b>Document Guidance:</b></p> <ol style="list-style-type: none"> <li>"Schools" means accredited nonpublic schools.</li> <li>"School districts" means public school districts.</li> <li>The document indicates if a requirement <i>applies only to school districts</i> (and not accredited nonpublic schools) in Iowa.</li> <li>This document does not cover every section of Chapter 12 since some requirements are self-explanatory.</li> </ol>
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Citation	Topic	Rule	Rule Interpretation	Related Noncompliance Statement
281—IAC 12.1(1)	Equity	Each school district shall take affirmative steps to integrate students in attendance centers and courses.	<ul style="list-style-type: none"> <li>How the district promotes the integration of students in attendance centers and courses is locally determined.</li> </ul>	EQ1. The total segregation of students in attendance centers or courses is directly linked to the absence of affirmative steps to integrate students. 281—IAC 12.1(1)
281—IAC 12.1(1)	Equity	Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability.	<ul style="list-style-type: none"> <li>How collection and annual review of these data is done is a local decision.</li> <li>Local documentation must demonstrate at least periodic collection.</li> <li>Local documentation must demonstrate annual review.</li> <li>Data must include all subgroups in this rule.</li> </ul>	EQ2. No evidence exists for the collection of district, attendance center, and course enrollment data. 281—IAC 12.1(1)  EQ3. No evidence exists for the annual review of district, attendance center, and course enrollment data. 281—IAC 12.1(1)  EQ4. Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for all subgroups. 281—IAC 12.1(1)
281—IAC 12.1(1)	Equity	Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, sexual orientation, gender identity,	<ul style="list-style-type: none"> <li>Equal opportunity in programs on the basis or religion does not apply to accredited nonpublic schools of a bona fide religious nature.</li> </ul>	EQ5. No evidence exists to indicate that the school district provides equal opportunity to participate in programs by gender, sexual

<p>281—IAC 12.5(12)</p>	<p>Provisions for gifted and talented students</p>	<p>Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43 . . . goals and performance measures</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> <li>• A school district must have separate program goals for its gifted and talented program (more than one goal).</li> <li>• A school district may choose to have gifted and talented program goals on file locally or incorporate these goals into its comprehensive school improvement plan (CSIP).</li> </ul>	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT1. The district has not established gifted and talented program goals. 281—IAC 12.5(12)</p>
<p>281—IAC 12.5(12)</p>	<p>Provisions for gifted and talented students</p>	<p>Each school district shall review and evaluate its gifted and talented programming.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> <li>• The content and frequency of the district's evaluation of its gifted and talented program is locally determined.</li> </ul>	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT2. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281—IAC 12.5(12)</p>

<p>281—IAC 12.5(12)</p>	<p>Provisions for gifted and talented students</p>	<p>The comprehensive school improvement plan shall include the following gifted and talented provisions: valid and systemic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program.</p>	<p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provisions for gifted and talented students must be offered during the regular school day.</li> <li>• How a district selects students for gifted and talented services is a local decision. Procedures for identification shall not be arbitrary and capricious and must contain multiple measures.</li> <li>• The district must provide staff to administer the gifted and talented program K-12. How the district decides to staff the gifted and talented program is locally determined.</li> <li>• 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, and off-site).</li> </ul>	<p><i>Note: This requirement applies <u>only</u> to public school districts.</i></p> <p>GT3. The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population.          281—IAC 12.5(12)</p> <p>GT4. The district's identification procedures for gifted and talented students do not contain at least two criteria.          281—IAC 12.5(12)</p> <p>GT5. The district has no differentiated program for identified gifted and talented students.          281—IAC 12.5(12)</p> <p>GT6. The district has no personnel designated to administer the gifted and talented program for identified students.          281—IAC 12.5(12)</p>
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