

District Gifted and Talented Program Plan Requirements

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

A. Describe the valid and systematic identification procedures, including multiple selection criteria for identifying gifted and talented students from the total student population (grades K-12)

Evidence:

- Describe the identification criteria and procedures used by the district (grades K-12) for each grade.

B. Goals and performance measures

Evidence:

- Describe program-level goals and performance measures for grades K-12.

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

Evidence:

- Describe the processes for providing services to meet cognitive and affective needs in the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

D. Staffing provisions

Evidence:

- Describe how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/ instructional services at all levels (see 281—IAC 59.5(7)).

E. In-service design (professional development)

Evidence:

- A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners.

F. Each school district shall review and evaluate its gifted and talented programming

Evidence:

- A description of an overall program evaluation and how the evaluation process created an adaption to the program goals, or gifted programming for students.