

281—59.5(257) Responsibilities of participating local school districts.

59.5(1) *Development of goals and objectives.* Gifted and talented program goals and objectives shall be established for the following:

- a. Curriculum and instructional strategies.
- b. Student outcomes.
- c. Program management and administration.
- d. Program development.

59.5(2) *Development of curriculum and instructional strategies.* The program of instruction shall consist of content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident. Learning activities shall provide for the development of skills which are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students a greater latitude of inquiry than would be possible without the specialized instructional program. Specialized instructional activities shall be those not ordinarily found in the regular school program and may include, but shall not be limited to:

- a. A special curriculum supplementing the regular curriculum, using a high level of cognitive and affective concepts and processes.
- b. Flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers.

59.5(3) *Student enrollment.* Students shall be involved in a program for a sufficient portion of the regularly scheduled school time to ensure that projected student outcomes are likely to be achieved.

59.5(4) *Personalized plan.* The services provided for each student placed in a gifted and talented program shall be contained in a written, personalized gifted and talented plan. The plan shall include:

- a. Relevant background data, assessment of present needs and projections for future needs.
- b. A chronology of all gifted and talented services rendered.
- c. Nature and extent of present services.
- d. If a district's program plan provides for indirect services to a gifted and talented student, such as consultative services for a regular classroom teacher, the personalized student plan must document the specific type and extent of supportive assistance provided the classroom teacher on behalf of adapting the regular school program to better address the student's needs.

59.5(5) *Student identification criteria and procedures.* Students will be placed in a gifted and talented program in accordance with systematic and uniform identification procedures which will be characterized by the following:

- a. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program or the receipt of special educational services rather than for categorically labeling a student.
- b. The decision to provide a student with a gifted and talented program will be based on a comprehensive appraisal of the student, consideration of the nature of the available gifted and talented program and an assessment of actual and potential opportunities within the student's regular school program.

c. Multiple criteria shall be used in identifying a student, with no single criteria eliminating a student from participation. Criteria will combine subjective and objective data, including data with direct relevance to program goals, objectives and activities.

d. In the event that the number of eligible students exceeds the available openings, participants shall be selected according to the extent to which they can benefit from the program.

e. Each identified student's progress shall be reviewed at least annually to consider modifications in program or student placement.

59.5(6) *Evaluation.* The local education agency shall give attention to the following in its evaluation design:

- a. Evaluation of gifted and talented programs shall be for the purpose of measuring program effects and providing information for program improvement.

- b. Evaluation should be conducted for each program level where objectives have been established.
- c. Both cognitive and affective components of student development should be evaluated.
- d. Evaluation findings should report results based on actual accomplishments by the gifted and talented students or their teachers which are a direct result of the project, program, or activity.
- e. Personalized education plans must be put in writing for each gifted and talented student and reviewed at least annually.

59.5(7) *Staff utilization plan.* Staff will be deployed to ensure quality gifted and talented programs by employing the following procedures:

- a. A designated staff person shall be responsible for the overall program coordination throughout the local education agency.
- b. The teaching staff of the gifted and talented program should work in parallel with the regular class teachers to assess, plan, carry out instruction, and evaluate outcomes.
- c. Coordination time shall be made available to staff providing gifted and talented programs to allow staff to perform professional responsibilities.

59.5(8) *Staff in-service education design.* Periodic in-service sessions will be offered for all classroom teachers to maintain and update understandings and skills about individualizing programs for identified gifted and talented students. A staff development plan for personnel responsible for gifted and talented programs shall be provided. This plan shall be based upon the assessed needs of the gifted and talented instructional and supervisory personnel.

59.5(9) *Qualifications of personnel administering the program.* Instructional personnel providing programs for gifted and talented students should have preservice or in-service preparation in gifted and talented education that is commensurate with the extent of their involvement in the gifted and talented program.

59.5(10) *Program budget.* When programs are jointly provided by two or more local education agencies or by a local education agency in cooperation with another educational agency, the budget shall specify how each cooperating local education agency will determine the portion of the program costs to be provided by each local education agency and shall provide a budget that specifies the contribution of each local education agency. Funds generated through the process described in Iowa Code section 257.31 will be for expenditures directly related to providing the gifted and talented program described in the program plan.

59.5(11) *Budget limitations.* The following limits shall apply to the budget of the gifted and talented program:

- a. Excess costs of the gifted and talented program shall not exceed 40 percent of the district cost per pupil.
- b. The cost of supplies and materials shall not exceed 4 percent of the district cost per pupil.
- c. In determining the minimum one-fourth to be funded from the district cost, no more than 15 percent of the total gifted and talented program costs may be indirect expenses.