

Board Policy Document

EDUCATIONAL PROGRAMS

Series 600

Policy Title: Talented and Gifted Education

Code Number: AR602.10

Students are placed in talented and gifted programming after systematically and uniformly reviewing multiple criteria and determining the appropriateness of placement. The identification process begins by examining data collected on all students. These data include, but are not limited to, standardized ability tests, standardized achievement tests, and nominations from teachers, peers, and parents. After the initial screening, the second stage of the identification process includes gathering additional data. These data include, but are not limited to, standardized creativity tests, behavioral characteristics, and academic achievement. The third stage of the identification process involves placing the data on a weighted matrix and tabulating the scores for each student. Students with the top percentages of those scores are then recommended for placement. The specific program determines the actual percentage of students recommended for placement:

- The Elementary Mentor Program/Verbal Area (K-4) is designed for the top one to two percent of the population.
- The Elementary Mentor Program/Quantitative Area (K-5) is designed for the top one to two percent of the population.

First Adoption: February 12, 1995

Revision Adoption: December 17, 1996/December 18, 2001/January 14,
2003/January 25, 2005

Legal Reference: Iowa Code 281 Chapter 59

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- The Fifth through Tenth Grade Verbal/Language Arts Program is designed for the top six to eight percent of the population. Other students may be referred for programming after the formal identification process has been completed. These students are evaluated on a case by case basis. Students may be referred at any grade level and the specific procedure is dependent upon the individual program.

The details of the processes, procedures, and tests/checklists used in the identification process may be viewed on the TAG website or by contacting the TAG Department.

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