Student Identification Procedures

The identification process will be based on a case study approach and will follow these steps:

1.Referral Steps:
   A. Teacher Referral
      1. Staff development on characteristics and identification of gifted and talented students is provided for all teachers.
      2. A request is made at various times during the year for teacher referrals.
   B. Parent/Community Referrals
      1. Awareness of the program is provided at the public meetings held by the school each year.
      2. Information and referral forms are made available to parents throughout the year.
      3. Referral forms are available to all school district residents, giving them the opportunity to refer students for the program.
   C. Peer/Self Referrals
      Peer/Self Referral forms are available to all students according to district policy.
   D. Standardized Test Referrals
      School-wide standardized achievement/ability tests are screened each year to bring any student of high ability and/or achievement under consideration for the program.
   E. Transfer Student Referrals
      Transfer students, after confirmation of participation from their previous school, will automatically be placed.
   F. Ongoing Referral Process
      Although referrals are formally requested once a year, student referrals are accepted at any time during the school year.

II. Student Assessment

Since it is recognized that G/T students may express themselves in many ways, may emerge at certain times and under certain conditions, and are not limited to any specific socioeconomic or ethnic group, it is desirable that all screening instruments be as diverse and equitable as possible and appropriate to the child's age/level. Individual testing may be requested with parental consent.

A. Non-discriminating Instruments
1. Objective
   a. Achievement test scores (IOWA, SAT, ACT Aspire)
   b. School Ability Index (Otis-Lennon)
   c. Cognitive Ability (Toni-III)
   d. Williams Creative Assessment Packet
   e. Star Reading and Star Math Results

2. Subjective
   a. Hope Scale
   b. Parent Information Sheet
   c. Student Interest Survey and/or Student Interview
   d. Student Grades
   e. Products
   f. P.E.T.S. checklist (used in enrichment classes)

B. Confidentiality, Communication, and Maintenance

1. Student information is kept in files with access limited to staff concerned with the education of the students and to parents of the student.
2. Student information which would be educationally useful is communicated to the appropriate instructional staff.
3. Student data and placement decisions are kept on file for at least five years or as long as needed for educational decisions.

III. Student Placement

Placement will follow these guidelines: (1) anyone is eligible for referral, (2) placement is based on potential, and (3) interest and willingness to invest time and energy are critical factors.

A. Selection Committee
   1. The selection committee is composed of at least 8 educators and chaired by a GT coordinator.
   2. Members of the committee are made aware of the local identification policies and procedures and the nature of the program.

B. Selection Process

    1. The selection committee uses an approach that considers
        all student information collected in order to make its decisions.
    2. No single criterion or cut-off score is used to exclude
       a student from placement.

C. Parent Notification and Consent

    1. Students identified for program participation
        a. Parents are notified by letter of their child's selection for
program participation and provided with a parent consent form, which
offers the opportunity to request additional information about the
program, if needed, before making a decision.
        b. Students are placed in the program upon receipt of a
      positive response on the parent consent form.
    2. Students not identified for program participation
        Parents of any child nominated for the program are notified by
letter of the committee's decision.

IV. Review of Student Placement

Student participation in the program will be reviewed each semester. Data
may be collected from any and /or all of the following: teachers, parents,
counselors, peers, self, community members, transfer records, administrators, etc.