

**Section 2: Identification** The district’s identification procedures are equitable, comprehensive, and ongoing. They reflect the district’s definition of giftedness and its relationship to current state criteria. **(EC 52202: Title 5 Regulations, Section 3822)**

2:1 The nomination/referral process is ongoing and includes students K-12.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</li> <li>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</li> <li>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</li> <li>d. Students may be nominated for participation more than once.</li> <li>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel.</li> <li>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p>
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</li> <li>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</li> <li>c. Parents and teachers are notified of a student’s eligibility for program placement and are informed of the appeal process.</li> <li>d. Transfer students are considered for identification and placement in a timely manner.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The identification tools used are reflective of the district’s population.</li> <li>b. The district makes timely changes in identification tools and procedures based on the most current research.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</li> <li>b. The diversity of the district’s student population is increasingly reflected in the district GATE population.</li> </ul>
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</li> <li>b. Upon parent request the district provides identification information the parent may take to a new school or district.</li> <li>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p>