***Identification of Students: Placement***

***K-2nd Grades:***

ELP staff meets informally with grade level teachers and discuss possible gifted services that would be available for their student.

 ***3rd -4th Grades:***

ELP staff will use data (testing) results for student’s strengths, both identified and non-identified students showing strong curricular ability (i.e.: math and/or reading) to deliver enrichment activities and/or acceleration of curriculum.

ELP staff will meet individually with parents of identified students to develop a written Personal Educational Plan (PEP) that will be updated annually.

***5th – 8th Grades:***

ELP staff will meet informally with identified students and their parents to discuss and revise PEP plans and to discuss possible gifted services that would be available for the student.

Culmination of the meeting will be a written Personal Education Plan (PEP) that will be updated annually.

When collected data shows that specific academic needs will be met through the specific core curriculum (i.e.: math, reading), that student will be placed on “monitor” status. The student will receive general education services in the regular classroom with possible options for differentiation in that specific core curriculum with the regular classroom teacher. A conference with parents, administration and ELP staff will determine future placement for services.

A student who struggles with being successful during his/her placement for gifted services or who chooses not to take advantage of gifted services will be placed on “monitor” status and reviewed at the next semester or next grading period for academic placement in either enrichment or accelerated classroom or the general education classroom. A conference with parents, administration and ELP staff will determine future placement for services.

Parents may request (verbally or in writing) that their student not be placed to receive gifted services or that their student be removed from gifted services.

A student who struggles with being successful during his/her placement for gifted services or who chooses not to take advantage of gifted services will be placed on “monitor” status and reviewed at the next semester or next grading period for academic placement in either ELP classroom or the general education classroom. A conference with parents, administration and ELP staff will determine future placement for services.

When new data shows that specific academic needs will be met through the regular core classroom curriculum (i.e.: math, reading), that student will be placed on “monitor” status and reviewed at the next semester or next grading period. A conference with parents, administration and ELP staff will determine future academic placement in the enrichment/accelerated classroom or the general education classroom.

Parents may request (verbally or in writing) that their student not be placed to receive gifted services or that their student be removed from gifted services.

**9*th –12th Grades:***

ELP staff meets individually with identified students and their parents to discuss and plan yearly goals, program opportunities and to facilitate with registration/placement for high school classes.

The use of collected data helps identify for student’s academic strengths, interest areas and curricular ability to deliver enrichment activities and/or acceleration of the core curriculum.

Culmination of the meeting will be a written Personal Education Plan PEP that will be updated annually.