

BASIC ALLOCATION, Category P Gifted Category Checklist This checklist should ONLY be used as a supplement to section E.4 of the <u>Inclusive Education Services: A Manual of Policies, Procedures and Guidelines</u> .	Student's Name:
	Student's Personal Education Number:
	Date:
To be eligible to be identified in this category, the following criteria must be met:	
☐ Identification and assessment should be carried out using multiple criteria and information from a variety of sources all of which are valid components for identification. These should include 3 or more of the following: ☐ Evidence of exceptionally high capability with respect to intellect, or creativity, or the skills associated with specific disciplines; <i>and/or</i> ☐ Teacher observations including anecdotal records, checklists, and inventories; <i>and/or</i> ☐ Records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments; <i>and/or</i> ☐ Nominations by educators, parents, peers and/or self; <i>and/or</i> ☐ Interview of parents and students; <i>and/or</i> ☐ Formal assessments to Level C of cognitive ability, achievement, aptitude and creativity. ☐ A current Individual Education Plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP. ☐ The student is being provided ongoing inclusive education service(s)¹ that are: ☐ Beyond those offered to the general student population and are proportionate to the student's level of need; <i>and</i> ☐ Outlined in the IEP and directly relate to the student's identified disabilities or diverse abilities. ☐ There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the inclusive education category.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	