

**Cape Fear Center for Inquiry
Child Find Process for Identifying Giftedness
DRAFT (1/2/19)**

Cape Fear Center for Inquiry (CFCI) has developed these steps for the identification of gifted (academically or intellectually) students within our charter school. This is based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015) which serves as a framework for statewide implementation of comprehensive programs for giftedness. The NC AIG Program Standards encompass six principle standards with accompanying practices. This document will focus on **Standard 1: Identification**. The LEA's student identification procedures will be put in place so that extension plans are clear, equitable, and comprehensive and lead towards appropriate educational services.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Process Outline:

- a) Articulates and disseminates the procedures for gifted student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

CFCI's response:

-FAQ document on website

-Parent information sessions

-Translation of documents based on the needs of the community

-Extension Plan meetings with AIG families to go over MTSS Tier 2 and/or Tier 3 Extension plans

- b) Employs multiple criteria for gifted student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.

CFCI'S response:

-CFCI employs three criteria for gifted Identification: aptitude, achievement, and artifacts to screen, refer, and identify students for gifted identification and potential services in grades K-8.

- *Aptitude:* A student with advanced aptitude has a high ability to think critically and verbally and/or nonverbally reason and problem solve. This will be documented and measured by a nationally-normed aptitude assessment, such as the Cognitive Abilities Test (CogAT).
- *Achievement:* A student with advanced achievement has demonstrated an advanced level of content knowledge in either reading and/or math. This is documented and measured by the North Carolina End of Grade/Course and/or NWEA Measurement of Academic Progress (MAP) assessment score of 95th percentile or above.
- *Artifacts:* Artifacts are documented by a body of evidence that may include: observation checklists (student, parent, teacher); Student surveys or interviews; Benchmark assessments; Student support data; advanced student work samples; Inquiry Work samples; rating scales, or other Observable Behaviors Checklist.

Potential classifications under Giftedness:

- **Intellectually Gifted (IG) (for the 2018-19 4th grade only):** one must demonstrate a Total Composite score of 90th percentile or above along with Accompanying Artifacts OR a Total Composite Score of 97th percentile or above on an aptitude test.
- **Academically Gifted (AG):** one must demonstrate a 95th percentile or above on Reading and/or Math EOG and/or MAP Growth universal screener along with two or more Accompanying Artifacts.
- **Academically and Intellectually Gifted (AIG):** qualifying data in both IG and AG criteria.

Screening procedures:

All students will be screened for aptitude (CogAT) in the fall of fourth grade. Students who did not fall within the above guidelines (either due to age or situational factors) may be nominated by teachers, parents, staff members, students themselves (beginning 2019-20) for additional aptitude screening on an individual basis. Nominations must be accompanied by Artifacts supporting an IG, AG, or AIG identification. Nominations are accepted at any time but are specifically solicited for

fourth grade nominations and to coincide with school-wide testing windows. Students must be enrolled at CFCI in order to start the nomination process.

Gifted Extension Team:

CFCI's Gifted Extension Team will be composed of the following: Classroom teacher, a member of MTSS lead team, and the school director or designee. This team will review all available data to determine if gifted identification criteria has been met and begin developing extension plans to meet the student's educational needs (beginning 2019-20.)

c) Ensures giftedness screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Since all fourth graders are screened, CFCI Giftedness program is able to collect aptitude data on all students including underrepresented populations of students who might not traditionally be nominated for Giftedness identification.

d) Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

e) Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

f) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.